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ABSTRACT

The curriculum guide outlines objectives, strategies, and materials for developing academic, daily living, and vocational skills in educable mentally retarded students. An introductory section explains that the curriculum incorporates a community focus, parental involvement, developmental sequencing, and prescriptive teaching. Guidelines to instruction are offered in areas which include goal planning, individualized instruction, use of community resources, daily planning, and peer tutoring. The document outlines instructional objectives and teaching strategies for developing skills at 4 developmental levels in 10 areas. Section 1 covers living/vocational skills: self knowledge and social relationships, travel, health, safety, work, home management, money management, motor development and physical activities, leisure/recreation skills, and citizenship and individual responsibility. Section 2 addresses the following computation skills: numbers and numeration, operations and properties, measurement and graphing, and geometry and symmetry. Appended to each section are an overview chart, student profile checklist, and a list of resources for each developmental level. (SW)

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Educable Mentally Handicapped

Curriculum Guide

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Note: This curriculum guide is a service publication only. The official statement regarding the program for educable mentally handicapped students is contained in the Special Education Program of Studies. The information in this guide is prescriptive insofar as it duplicates the official statement given in the Program of Studies.

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INTRODUCTION AND PHILOSOPHY

A. INTRODUCTION AND DESCRIPTION

The intent of this guide is to assist teachers in the development of viable educational programs to meet the needs of students who are educable mentally handicapped. The role of the teacher is seen as multi-dimensional in terms of providing assessment and suitable programs. The teacher is viewed as a facilitating agent whose influence must extend far beyond the classroom and the students to the school in general, the school system, the student's home and particularly to the community which the school serves. Each of these has a significant role to play in assessment and program planning and therefore, in the delivery of services.

Schools characteristically accommodate the majority of school-age children preparing them for adult life and future employment. Special provision must be made to meet the varying needs of the children served.

Just as there are countless individual characteristics in regular students, such differences are equally apparent among students who are mentally handicapped. Present educational opinion suggests that the 'special' student should be provided with an education experience similar, as far as possible, to that of the 'regular' student. Schools, however, must not limit themselves to provision of an academic program only; instead, a commitment must be made to provide a much broader program which will lead ultimately to the fulfillment of the broader educational goal. The development of a student who is mentally handicapped must be reviewed individually in terms of intellectual potential, home and school experiences, social and psychological factors.

B. IDENTIFICATION AND SELECTION

While concerned here with the identification of students who are educable mentally handicapped, it must be pointed out that such a diagnosis is tentative and useful only when it assists in programming. The most important thing to be determined is the student's functioning level which is essential to the development of a suitable program. (See Special Education Handbook for further information.)

It is strongly recommended that a placement committee be formed to consider and recommend appropriate placement of the student.

C. GOALS

The aim and goals of this curriculum guide remain consistent with those approved in the Legislature (May 1978). These are printed in the Program of Studies as are the general objectives for special education.

D. DELIVERY SYSTEMS

Because of the diverse nature of school settings in which classes for students with mental handicaps are located, it is impossible and inadvisable to suggest one particular setting over another. It is recommended, however, that wherever possible, students with mental handicaps be integrated into a regular classroom setting. It is imperative that this policy be enacted only after a careful assessment of the student's needs and of the regular classroom setting.

E. NORMALIZATION

A major goal of this curriculum guide is to provide students who are educable mentally handicapped with the necessary skills that will allow each person to live and work as an individual. This goal has been determined by the fact that in recent years there has been a significant change in the social policy relating to special groups of people. In brief, it is now felt that institutionalization should be avoided wherever possible and also that many special groups, and in particular people who are mentally handicapped, should live and work in the normal community setting. This more humanizing method of dealing with special groups has become known as the 'normalization principle'.

Basically, there are two factors that make it very difficult for a person who has a mental handicap to live a normal life in a community.

1. Lack of Opportunity to Learn. Because a person is handicapped, he is generally not given the same opportunities as a non-handicapped person to acquire the living and working skills that will be necessary to function in a community. Consequently, many individuals are forced into either a highly dependent life or may be institutionalized.

Although a student's educational needs will often dictate a more intense and specialized learning experience, it should be noted that an increase in program intensity has a most undesirable consequence; namely, it reduces students' opportunities to learn about a normal life environment. This situation makes it more difficult to normalize the life of the student with a mental handicap.

2. Handicapped People are Viewed as Deviant. Because of the way society has treated handicapped people in the past, the community views people with special needs as different or deviant. This perception of the handicapped leads to attitudes that make it very difficult for a person with a handicap to lead a normal life. These attitudes in the community serve to reduce opportunities available to the person and also serve to maintain different behavior patterns through expectation or self-fulfilling prophecy. As program intensity increases, there is a corresponding increase in the deviancy expectation of the student.

Thus, another unfavorable consequence results from increasing the intensity and specialization of the educational program offered to students; namely, the deviancy expectation of the student increases rapidly. It is obvious, that if the lives of students with a mental handicap are to be normalized, the phenomenon of deviancy expectation should be controlled.

Therefore, if schools are to educate all students so that they may lead a normal life, the educational experience must provide opportunities for acquiring living and working skills and also must attempt to break down the attitudes of deviancy that surround students with a handicap. Utilization of the normalization principle in educational planning facilitates the attainment of these goals.

As the major portion of this curriculum guide attends to methods of developing opportunities for acquiring living and working skills, this section deals primarily with the problem of educational practices that reduce attitudes of deviancy. For a more complete description of the procedures suggested here, refer to W. Wolfensberger, Normalization (1972).

Attitudes of deviancy or 'differentism' can be either increased or reduced depending on how the teacher deals with the student in the classroom. Areas which should be considered in this respect are:

1. Chronological age appropriateness. When people with a handicap are treated as though they are younger than they really are, attention is drawn to their disability. Conversely, when activities and behavior are age-appropriate, the position of the person with the handicap is enhanced. Examples where considerations of age-appropriateness are important are:

    a. Environment of the classroom. The furnishings and decor of the classroom should be age-appropriate. For example, health posters with comic book characters are demeaning to teenagers.

    b. Possessions. The teacher should encourage age-appropriate possessions; for example, teenagers should not carry 'Donald Duck' lunch boxes, but should possess wallets, watches, jewellery, etc.

    c. Labels and forms of address. Teachers of students who are educable mentally handicapped should speak to their students in the same manner as teachers of non-handicapped students. Pet phrases, such as 'my babies', although well intended, generally maintain deviancy expectations.

    d. Activities, routines, rhythms. Special classrooms should maintain activity schedules identical to regular classrooms. Different recess times, school leaving times, etc. all draw attention to the student with a handicap.

    e. Autonomy and rights. Frequently, students with a handicap are given less autonomy and fewer rights than regular students. Care should be taken to guarantee age-appropriate autonomy and rights to all people.

    f. Sex behavior. Because of past views of people with a handicap, adults are often over-protective and paternalistic in regards to sexual behavior. The teacher must provide the opportunity to students for the learning of age-appropriate sexual behavior.

2. Culture-appropriateness. In the same way that people with a handicap are frequently treated in an age-inappropriate fashion, they are also often dealt with in a culturally-inappropriate manner. For example:

a) Labels and forms of address. Labels like 'crazies', 'dumbies', 'retardates' should not be used. These terms have major effects in creating and maintaining attitudes of deviancy. It should be noted that even the use of terms such as E.M.H. can serve to focus on the disability, rather than the person. When used in this way, deviancy is maintained.

b) Personal appearance. Frequently, people with a handicap are dressed in a culturally-inappropriate fashion. Teachers should stress to parents and students the importance of contemporary standards of fads and fashions.

In conclusion, it should be stressed that the teacher should attempt to maintain as normal a situation as possible. In addition to the above suggestions, the following types of questions have been found useful in determining the success of normalizing the educational experiences of students with handicaps. Teachers should ask themselves questions like the following:

- How is this classroom different from the average classroom for children of this age? (If it is a self-contained special class.)
- Would I want my child to be in this program? Why or why not?
- What is there about this person's appearance that makes him look different?
- Would I want my child to look like this? Why or why not?
- How do I talk about the student I teach to other people?
- Would I want a person to refer to me or my child in this manner? Why or why not?

The answer to these and similar questions will reveal how well the teacher is managing to implement the concepts of the 'normalization principle' into the teaching situation.

It follows that all students with handicaps should be integrated as much as possible into the regular educational process. It is understood that many barriers, both real and perceived, exist in our education practices, making total integration of all students into the regular educational stream difficult. However, continuing attempts should be made in the pursuit of integrating students with special needs into the regular school systems. Hopefully, such innovations as open, activity-centered classrooms, and objective-based teaching will lend the flexibility to our schools that will allow for greater integrating experiences.

F. COMMUNITY FOCUS

The long-range aim of special education, as in general education, is to develop the abilities of the individual in order that he fulfill his personal aspirations, while making a contribution to society (Goals of Education, 1977). Yet, students with special needs may find themselves in programs segregated, at least to some degree, from the mainstream of education, thus making it difficult to achieve these long-term goals. There is a tendency for special classes to become self-contained and isolated, and increasingly remote from the community into which their students are to graduate. If isolation from the community is to be avoided, and indeed if the doctrine of normalization is to be taken seriously, a concentrated effort must be made to give special education classes a community focus.

'Community focus' can be interpreted in several ways. It can refer simply to the importance of always relating what is studied in the classroom to what goes on in the real world; classroom activities then, have a community focus. Students with mental handicaps may have difficulty transferring concepts and relationships from one situation to another. Talking about banking or punctuality or public service agencies, for example, may not be easily related to the student's own community. A further concrete step, that of actually identifying these concepts in the community, is necessary for students with mental handicaps. They need assistance in applying abstract ideas to concrete, real-life situations.

'Community focus' can also refer to the use of community resources to extend the programs of the classroom. Particularly in small school districts, but also to some extent in even the largest, it is difficult for the school to provide a sufficient variety of pre-vocational experiences for students with mental handicaps. Community resources can be employed to provide an invaluable supplement to the school's own facilities. Work study placements, (as discussed in the Special Education Handbook) serve as an excellent illustration of the use of community resources to extend the programs of the special education classroom and to serve as a concrete link between the classroom and the community. It would be a mistake, however, to think that community involvement of this sort can wait until the student's first work study placement. There needs to be a well planned sequence of community contacts, from the relatively infrequent field trips of young children to various important places in the community, through a variety of field experiences, to actual work study placements.

In the current move toward 'normalization' it is frequently argued that the same generic services which serve the 'normal' population should also serve the needs of the handicapped. This is still another aspect of 'community focus'. Thus, counselling services provided by Alberta Mental Health Services, job-placement services provided by Canada Manpower, public health services provided by health units, and other generic social services in the community at large should be used to meet the needs of the mentally handicapped. It is essential, however, that the agencies used be made aware of the unique needs and problems of the mentally handicapped. It is unwise to develop parallel services specifically for the handicapped. A school system, then, should avoid developing its own self-contained counselling, vocational training, job-placement and other services for its special education students.

If generic services are to be used effectively, there must be a high degree of cooperation between the school and the various community service agencies. The agencies must be aware of the school program, and must be involved in a cooperative effort to provide a continuity of support services to the mentally handicapped in the community.

If community involvement is to become a reality, there are a number of concrete steps that must be taken. The special education teacher must know the community and its resources. There should be a plan to increase involvement in the community as students get older. This involvement can take place in every part of the curriculum, but seems particularly appropriate in the living-vocational skills sections. As these sections assume increasing emphasis for older students, so should community involvement. Community agencies should also play a part in the special educational advisory council. With planning and determination, the special education class can move from being an isolated, self-contained island toward being an integral part of the community.

G. PARENTAL INVOLVEMENT

Within the past decade, the perceived relationship between home and school has undergone a major transformation. Many professionals now view parent involvement as contributing towards the solution of educational problems. A child's values and their behavioral expressions are learned primarily in the home and can be modified only slightly in the school. Parent involvement is regarded as a necessary feature of special education programming itself. Cooperation and understanding between the home and the school is essential if the child is to realize his maximum growth and development. When parents and educators possess a mutual appreciation of the role each has to play in the education of the child, opportunities for development are increased.

Current research supports parent involvement in many aspects of the regular instructional process. It indicates that when parents of school children are involved in the process of education, their children are likely to achieve better. This may be due to the lessening of distance between the aims of the school and the home. It is becoming apparent that in order to secure parental support and cooperation, educators may need to alter their perceptions of parents and of themselves as professionals.

It is strongly recommended that a Parent Advisory Committee be formed in each district. This committee could provide a means of surveying community needs and making them known to the school authorities. The function of the advisory committee should also involve some responsibility for planning, implementing and evaluating programs.

Within the local jurisdiction, parents are an excellent source of support to teachers in activities varying from teacher-supervised individualized tutorial duties to managing small group activities within the school. Parents also serve as an excellent source of knowledge in specific skill areas.

The school in turn should be a source of support to parents. Study sessions and workshops dealing with topics such as child management techniques, curriculum, or attitudes toward exceptional children, offer a means of providing this support.

H. DEVELOPMENTAL FOCUS

Many educational theorists agree that human learning follows an orderly pattern of development which is continuous, sequential and hierarchical. This guide is intended to provide such a continuum at whatever point matches his functioning level, moving from that point systematically through the sequential skills in each instructional area. This process will continue until his potential is realized or until he graduates to another program for further training.

I. THE INTEGRATIVE CURRICULUM

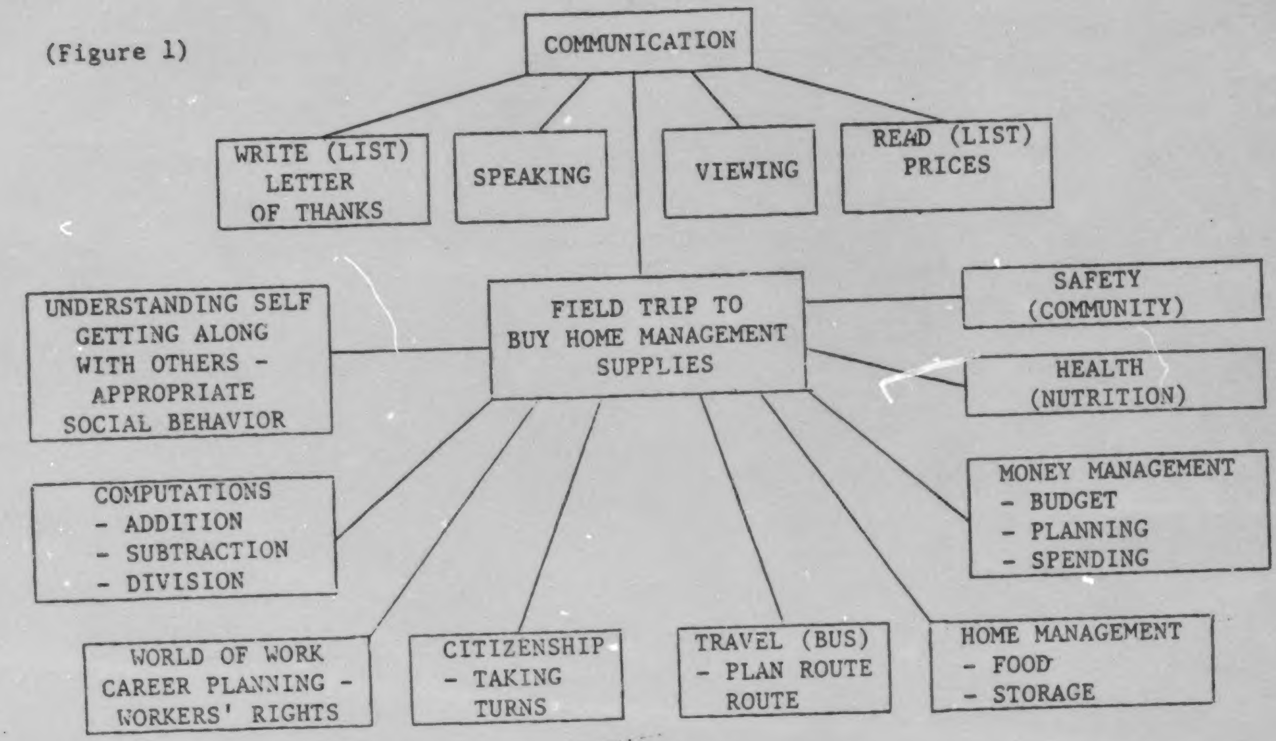
The curriculum guides are designed to integrate computation, communication, other academic areas, and living-vocational skills. The preferred method of integration utilizes practical applications of skills to make academic skills more meaningful for students who are handicapped.

There are two possible methods of integrating content areas with the developmental sequence. One method would be to develop academic units and build in the skills from the living vocational units; the second method builds in the academic skills as needed, thus facilitating transfer of learning in a more efficient way. Academic proficiency is useful only within the context of the living vocational skills situation.

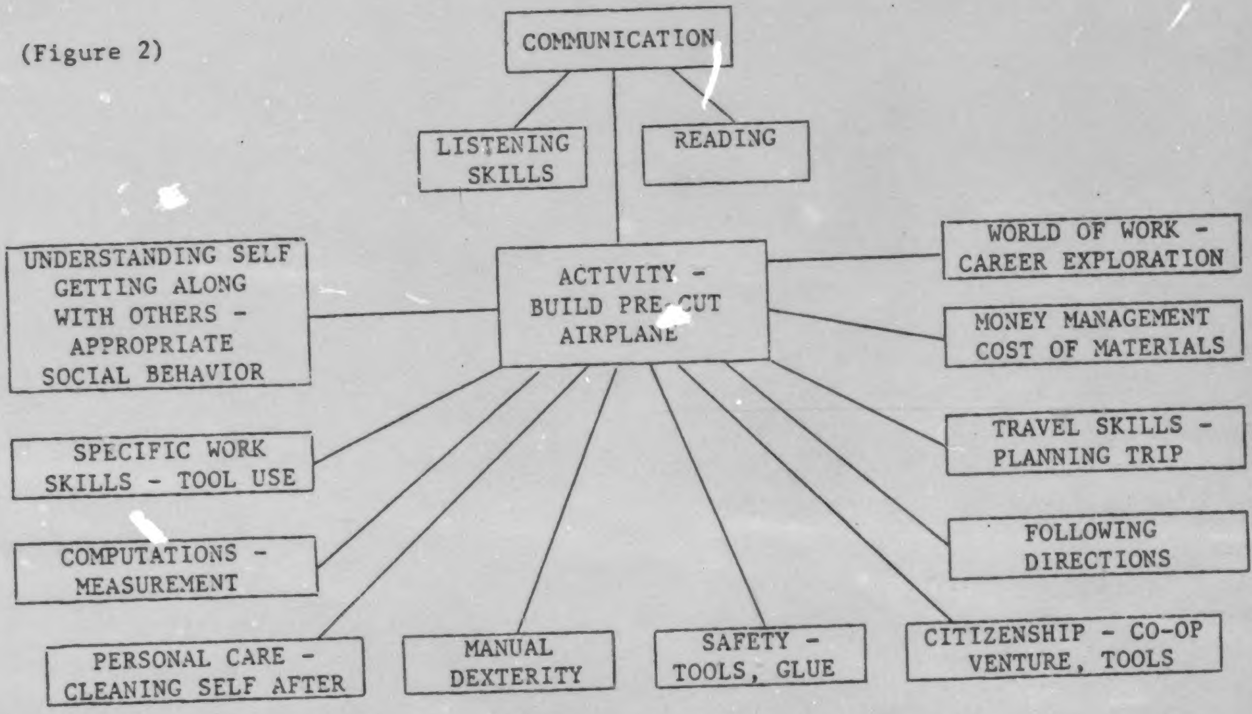
For example, the cooking of a simple meal could serve as the springboard for many learning experiences, both academic and living vocational. A unit might be developed where the students are to prepare their own lunch on a particular day. Some living skills involved are the eating of a meal together as they would at home, with friends, or at a restaurant. The planning of a meal, setting the table and cleaning up afterwards are common household tasks with which both boys and girls should be familiar. Some principles of good nutrition can be developed in the planning of the meal. Computational skills would be involved in purchasing the food, measuring ingredients, and perhaps buying in a simulated restaurant activity. Reading skills would be practised in following recipes or directions on canned goods or other partially prepared food, or reading restaurant menus (which they have made). Working together as a group in preparing and serving the meal as well as organizing the activity are good practice for vocational preparation. A simulated 'family' might offer more opportunity for the learning of social behaviors. The number of concepts and skills that could be developed are limited only by the imagination of the teacher.

With this approach, skills are not compartmentalized but become an integral part of the activity, as they will when the student leaves school and applies the skills he has learned.

(Figure 1)


COMMUNICATION
WRITE (LIST) LETTER OF THANKS
SPEAKING
VIEWING
READ (LIST) PRICES
FIELD TRIP TO BUY HOME MANAGEMENT SUPPLIES
UNDERSTANDING SELF GETTING ALONG WITH OTHERS - APPROPRIATE SOCIAL BEHAVIOR
SAFETY (COMMUNITY)
HEALTH (NUTRITION)
COMPUTATIONS - ADDITION - SUBTRACTION - DIVISION
MONEY MANAGEMENT - BUDGET - PLANNING - SPENDING
WORLD OF WORK CAREER PLANNING - WORKERS' RIGHTS
CITIZENSHIP - TAKING TURNS
TRAVEL (BUS) - PLAN ROUTE ROUTE
HOME MANAGEMENT - FOOD - STORAGE

(Figure 2)


COMMUNICATION
LISTENING SKILLS
READING
ACTIVITY - BUILD PRE-CUT AIRPLANE
UNDERSTANDING SELF GETTING ALONG WITH OTHERS - APPROPRIATE SOCIAL BEHAVIOR
WORLD OF WORK - CAREER EXPLORATION
MONEY MANAGEMENT COST OF MATERIALS
SPECIFIC WORK SKILLS - TOOL USE
TRAVEL SKILLS - PLANNING TRIP
COMPUTATIONS - MEASUREMENT
FOLLOWING DIRECTIONS
PERSONAL CARE - CLEANING SELF AFTER
MANUAL DEXTERITY
SAFETY - TOOLS, GLUE
CITIZENSHIP - CO-OP VENTURE, TOOLS

J. PRESCRIPTIVE TEACHING

Prescriptive teaching is a term borrowed by education from the field of medicine. A prescription is a written direction for the preparation and use of a medicine or remedy. A prescription is based on diagnosis of strengths and weaknesses and a remedy is prescribed to correct the weaknesses.

Thus, in prescriptive teaching, a teacher incorporates testing with teaching to provide individualized instruction. Teaching begins at the student's current level of achievement in relation to particular instructional objectives. All of the skills that are necessary and sufficient to achieve this objective are taught. Instruction is sequenced so that pre-requisite skills are taught first. Teaching accommodates the rate and learning style of individual students.

GENERAL GUIDELINES TO INSTRUCTION

GOAL PLANNING	Be realistic in planning goals. Do not develop objectives at so high a level that you and the student become frustrated. Review your objectives and if they are too high or low, modify them.
CURRICULUM INTEGRATION	Every attempt should be made to integrate skills and objectives from several content areas by using a thematic approach.
DEVELOPMENTAL LEARNING	Plan your learning experiences so that they are developmental. Always keep in mind the hierarchy of skills.
READINESS	Make sure the student is capable of achieving a task and has the necessary prerequisite skills before you include it in his program.
TASK ANALYSIS	Use the task analysis approach to determine components of tasks. For example, teaching the brushing of teeth may have to be broken into holding a tube of toothpaste, unscrewing the cap, placing the toothpaste on the brush, etc. While teaching the individual steps, do not lose sight of the total task.
PROGRAMMING FOR SUCCESS	Set up your instructional program in small steps so that the student is likely to be successful. Use successful experience to encourage the student to attempt more advanced steps. End each activity with student success.
KNOWING THE TASK	Practise a task unfamiliar to you first before attempting to teach the student. For example, learn how to make a print or sew a button on before teaching these skills.
UNDERSTANDING OBJECTIVES	Let the student know the specific objective on which you are working and why it is necessary. Tell him, "You must know how to regulate the water in the sink so that you can wash your hands and face without burning yourself. Together we'll work on it. First you ..."
BEHAVIOR MODEL	At all times serve as a model of behavior in the way you look, act, talk, walk, eat, etc. Discuss models of behavior frequently.

FUNCTIONAL APPLICATION OF SKILLS	Teach a skill at the time of its functional use. For example, show the student how to wash his hands after he has gone to the toilet. Also, schedule practice sessions at times of functional application. When the student has developed skills in the use of eating utensils, plan parties, invite guests for dinner, and practise during snack and cafeteria times. Schedule practice sessions often.
SKILL DEMONSTRATION	Demonstrate the skill you are attempting to facilitate. Explain what you are doing as you are doing it.
LEARNING RESOURCES	Provide a variety of learning resources, e.g. audio-visual, print and graphics, illustrations.
PANTOMIMED INSTRUCTION	Use pantomime to demonstrate a skill. For example, in pantomime, show the student how to thread a needle and sew on a button. This approach helps to isolate the required movements; it also is an enjoyable activity.
ACTIVITY GUIDE	Physically guide the student through an activity whenever he is unable to do the activity by himself. If the student is unable to cut with scissors use a pair of training scissors and guide him through the activity. In writing activities, hold the student's hand and the pencil and move his hand in the desired pattern, fading assistance. Whenever you physically guide a student through an action or a series of actions, encourage him to remember how his body feels when he moves in a specific way.
PRACTICE	Practise a task often. Even after you are convinced that the student has mastered a particular skill, practise and reinforce periodically. Schedule practice sessions which are novel and interesting.
DISCUSSION	Many opportunities should be provided to allow students to practise oral communication.
VARIETY	Vary activities whenever possible; take advantage of the motivating effects of surprise, suspense, and novelty.
ROLE PLAY	Use role playing, puppet play, and creative dramatics to stimulate real experiences and to practise skills.

ACTIVITY ALTERNATION	Alternate quiet activities with activities involving gross motor actions. This alternating of activities acts as a motivating factor and as an aid to classroom management.
FLEXIBILITY	Demonstrate flexibility in carrying out lesson plans. If an unexpected situation that requires immediate attention on your part occurs, change your schedule. Seize the moment to teach because you may not get a good opportunity for a long time. Do not wait to create an artificial situation, but react when the real situation occurs.
STUDENT PARTICIPATION	Encourage active participation by all students throughout each class period.
INDIVIDUALIZED INSTRUCTION	Individualize instruction, because there is such wide diversity in EMH classrooms that personalizing instruction is essential. Remember that individual programs can be implemented and can be successful within a group setting.
GENERALIZATION	Eliminate some of the problems involved with transferring learning from one area to another by using relevant materials for teaching specific skills. For example, working with sensory motor materials have students use various sizes of real nuts and bolts for sorting exercises, instead of colored blocks.
RECORD KEEPING	Accurate and up-to-date progress records should be kept for each individual on all program aspects.
RELEVANCY	Use current materials, toys, games, television shows, records, etc. to motivate the student. Dancing to a current favorite top tune usually will be more stimulating than dancing to "The Nutcracker Suite". Activities should be selected with reference to student's needs and long term goals of the program.
GEOGRAPHIC AREA	Take into consideration the geographic area in which the student lives and its impact on the program. Lessons designed to facilitate travel skills in the use of the rapid transit only make sense when this mode of travel is part of the student's environment.
INTERESTS	Relate instruction to student's interests wherever possible.

PAST EXPERIENCE	Inquire about the experience the student has had whenever possible. Talk to his parents, guardians, or past teachers. References to these experiences often will provide the needed motivation for lessons.
DIVERSITY	Discover and use materials and activities from other disciplines. Music, art, dance, and physical education activities can serve to stimulate different students. Incorporate these activities whenever possible. If your educational and experimental background is limited, use available resource personnel.
SAFETY HAZARDS	Be aware of potential safety hazards in all activities.
COMMUNITY RESOURCES	Become familiar with community resources and use them as learning stations. Make the entire community your classroom or learning area. The neighborhood supermarket is the best place to facilitate learning the purchase of foods. The office building and the department store offer opportunities in learning to use elevators, revolving doors, automatic doors and washrooms.
RESOURCE PEOPLE	Seek the help of resource people who can enrich the educational program. For example, store managers, bus drivers, firemen, policemen, and road repairmen can not only provide interesting demonstrations and lectures but also may allow you the use of their facilities so the student can have first hand experiences.
LEARNING AREA	Make your learning area as attractive and pleasant as possible. Beware, however, of the dangers of overstimulation. Make your room interesting with plants, animals, books, toys and games that are motivating. Change the environment frequently.
WORK DISPLAYS	Display the students' work on bulletin boards, in display cases, and at school exhibits. The joy and pride are reinforcing.
PROGRESS CHARTS	Construct charts that graphically demonstrate student progress and accomplishments.
MAINTAINING DISCIPLINE	Make sure that the students know the rules and the consequences of breaking them.

COMMUNICATION	Use your voice and gestures as a means of communicating your feelings and wants to the students. Show honest emotion. Be aware that monotonous voice patterns turn a student off.
DIRECTIONS	Be explicit in your directions and commands. Be sure the student knows exactly what behaviors are expected. Classroom organization, behavioral management, and success of student performance are, to a large degree, dependent on the instructor's explicitness.
ROUTINES IN LEARNING	When dealing with an activity that has several steps, establish a routine for the student to follow, "First you do this, then this, etc ...". Practise the steps in sequence.
DAILY PLANNING	Have enough activities and materials available so that students are usefully employed throughout the day, including after the time assigned work is completed.
SELF DIRECTION	Students should assume increasing responsibility for behavior and for selection of activities.
IMMEDIATE FEEDBACK	Provide the student with immediate feedback of results. Mark written work immediately if possible and review when necessary. Do not allow students to practise incorrect procedures or responses.
CORRECTION	If a student is behaving or performing inappropriately or incorrectly, correct him in a positive manner. Say, "This is the way to play the game". Simultaneously demonstrate the desired behavior.
ENTHUSIASM	Show enthusiasm when a student progresses or attempts to comply with your requests. Remember that what may seem to you like very little progress may be a giant step for the student.
OVERPROTECTION	Do not overprotect the student. Allow him to participate in a variety of situations and activities.
POSITIVE THINKING	Think positively. If you believe that the student will succeed, you will search for new and creative ways to facilitate his progress.

PEER INTEREST	Encourage the student's interest in the welfare of his peers. Make him aware of a peer's illness and the need to send a get well card. Match students with different skills so that they can assist each other.
PEER TUTORING	Organize your lessons in such a way as to take advantage of the benefits of peer tutoring and buddy systems. The student may learn a skill more readily when it is demonstrated by a peer.
PEER REINFORCEMENT	Show the student's peers how to behave in reinforcing ways. Encourage them to reward the student's desirable behaviors.
RESPONSIBILITY	Assign the student a classroom responsibility no matter how severe his handicap and no matter how small the task. Program and teach responsibility from the beginning. Students should be responsible for looking after their own materials and possessions.
INTEGRATION	Involve the student wherever possible in activities with peers in other classes. The handicapped student can usually participate in some way with regular class student, e.g. art, music.
APPEARANCE	Program at all times to help the student look and act as normal as possible. If the student looks and behaves in deviant ways, he will be stigmatized.
COOPERATION	Seek the cooperation of other teachers, parents, professionals and para-professionals. Bus drivers, school custodians, and community helpers can assist immeasurably in normalizing the lives of your students.
CONSISTENCY AND STRUCTURE	Enhance the learning environment by basing your classroom expectations on consistency and structure. For example, provide explicit rules of behavior as well as consistent consequences.

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INTRODUCTION

The Living/Vocational Skills section is intended to develop skills and attitudes which will enable the educable mentally handicapped student to function as optimally as possible in his own home, within the school, and in the community. It is student rather than content centered. Ten topics of instruction to facilitate the learning of practical skills are included: Understanding Self and Getting Along with Others, Travel, Health, Safety, World of Work, Home Management, Money Management, Motor Development and Physical Activities, Leisure/Recreation skills and Citizenship and Individual Responsibility. For each topic of instruction there are student objectives which are developmentally sequenced in four levels. Individual variables must be considered when implementing the guide, e.g. the present ability level, learning styles, traditional/single parent families, rural/urban settings.

Strategies are suggested for implementing the objectives; however, these are not all inclusive. They provide a sample activity which may be used to teach a certain objective and should be adapted or changed to fit the individual student and utilize local resources. Skills should be taught in their natural setting as much as possible; one way of doing this is by using the integrated approach to curriculum (see the Introduction and Philosophy and General Teaching Strategies).

Materials are listed to aid the teacher in implementing the strategies. Although a particular material may be recommended for a number of strategies, it is listed only once in each subsection. It is recommended that materials used be relevant and practical for the student so that transfer and generalization of skills are optimal, e.g. use the student's clothing to teach color rather than using colored cubes.

The appendix section contains an overview of all objectives with a page reference to the guide, a student profile/checklist to facilitate assessment/placement of the student, and a list of resource materials.

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 1
A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Personal Characteristics/ Self Identification The student:		
States/writes full name, age, full address, telephone number.		
States name of school, names of family members.	Develop word lists of names of family members for reading and spelling.	
Identifies: -self in photograph -others by sight or in photograph -boys and girls by names -property by appropriate labels.	Construct simple camera. Take student, class picture.	
Identifies: -some areas of strength (things he can do well) -some areas of interest.	Make a collage of things student is interested in. Establish attainable goals for each student. Make tasks meaningful and within the range of his attention span.	Project Me - Lets Look For.
	Have student complete open ended sentences: "The thing I do best is ..." "One thing I can't do very well is ...." "If I were smaller, I would be able to ..."	Big Box - Body and Self Awareness. Understanding Your Feelings and Emotions.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
2. Physical Self The student:		
Identifies the five senses (vision, hearing, taste, touch, smell) and indicates body part involved.	Bring a variety of things into the classroom. Blindfold student and have him guess what they are by the sound they make, way they smell, etc.	Listening Games.
Recognizes sex differences between male and female.	Make posters entitled 'Boys', 'Girls'. Have student categorize male and female animals where secondary characteristics are obvious; make chart of pictures.	Social Learning Curriculum Kits.
Practises sex-appropriate behavior: -knows sex -distinguishes sex by names and appearance -is independent and appropriate in toileting -maintains and respects privacy -does not stimulate self in public.		
Begins to develop body image; identifies body parts and use.	Trace outline of student on large sheets of paper and have him label major body parts.	Body Imagery: Body Awareness Activities.
Measures height and weight.	Construct a graph of class members' weights and heights. Trace outlines of student's body on brown paper. Have student cut and color appropriately.	

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 1
A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
3. Emotional Self The student:		
Identifies specific emotions in self and others (happy, sad, angry, fearful, left out) from facial expression, posture, verbalizations.	Use directed discussion, e.g. "I'm sure glad I ..." "Sometimes I'm afraid of .." "I hate it when ..." Have students make faces depicting emotions and take turns guessing the feeling being expressed. Have student observe own emotions in a mirror.	Free To Be - You and Me. I Know How You Feel. Moods and Emotions - teaching pictures.
Identifies emotions from a variety of stimuli, e.g. pictures, stories, pantomime.	Make collages depicting happy, sad, angry, fearful, left out. Use music, colors as focus for discussion of feelings.	What Does It Mean?
Recognizes that people can make each other happy or sad by things they say or do.	Use directed discussion: "It's hard for me to ..." "I hate it when ..." "I'm afraid to ..." "I would not like to live without ..." "I feel important when ..."	Interaction IV. Magic Circle. Social Learning Curriculum Kits. DUSO D1. Focus on Self Development, Stage One: Awareness; Stage Two: Responding. Primarily Me. Mostly Me. Got To Be Me. Conflict Management. Activities for Developing Positive Self Awareness.

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 1
A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Indicates when he is feeling uncomfortable.		
Practises simple relaxation techniques.	Capitalize on natural situations, e.g.listening to music, rest periods, change of activity.	The Centering Book. Second Centering Book.
Expresses emotions appropriately with respect to situation.		
Controls emotional reaction to stressful situations (criticism and blame, friendly teasing).		Who's Afraid of The Big Bad Wolf?

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 1
B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Needs and Motivations		
The student:		
Demonstrates knowledge of the basic physical needs.	Construct chart illustrating basic needs of food, clothing, shelter and protection, air, sleep and exercises.	Social Learning Curriculum Kits. Man In a World of Change Series: Man and His Family, Man and His Communities, Man and His Cities. People In a World of Change Series: Your Family and School, Your People and Places, Your Communities and Change. DUSO D1. Focus on Self Development, Stage One: Awareness. Conflict Management.
Identifies who provides these basic needs for him.		
Identifies situations in which people need help or protection (ill, hurt, lost) in real or fantasy situations.	Role play being lost, hurt, etc.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies sources of help for specific problem situations, e.g. cut finger, lost mittens.	Use telephone, school personnel.	
2. Factors Affecting Relationships		
The student:		
Categorizes familiar and unfamiliar people in terms of age and role.	Have class make collage of people who are young, old, bus drivers, firemen, etc.	
Categorizes familiar people in terms of familiarity, e.g. family, friend, acquaintance, teacher.		
Distinguishes girls from boys in a variety of ways, e.g. name, appearance, pictures.		
3. Handling Social Interaction		
a. Expressive Communication Skills		
The student:		
Communicates in a number of ways: gestures, speaking, writing, facial expressions.	Have student practise: -speaking clearly, distinctly and in sentences -show and tell -relate simple experiences. Play games involving oral language, e.g. "I Spy".	Magic Circle. Activities For Developing Positive Self Awareness. Got To Be Me. Conflict Management.

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 1
B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Communicates with others in a socially acceptable way: -taking turns -getting attention before speaking -showing courtesy when another is speaking.		
Obtains information from others by asking appropriate questions.	Have students interview each other in order to obtain information: name, age, address, likes, dislikes, etc.	
Responds to the questions of others: gives information when asked.		
Communicates basic feelings to others, e.g happy, sad, hurt.		
b. Receptive Communication Skills		
The student:		
Responds to both oral and gestural communication.	Have student identify voices of other class members. Have student locate sounds.	Magic Circle. Social Learning Curriculum Kit. DUSO D1. Focus on Self Development, Stage One: Awareness. Activities for Developing Positive Self Awareness. Conflict Management.
Follows simple oral directions.	Provide practice following simple commands.	
Demonstrates good listening skills.		
Identifies when another person is attending/ listening.		

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
c. Problem Solving and Decision Making The student:		
Makes personal decisions in the classroom.	Provide situations, e.g. free play activities, which require decision making.	
Participates in decision-making process.	Play "Voting on activity" game. Play game "I Wonder Why". Give student the statement "I Wonder Why" as an only clue. For example: attempt to write on chalkboard with no chalk in hand; place something in the room, such as a picture, upside down.	Discover: Self and Society.
Identifies a problem situation and suggests possible solution to the problem.	Have student list problems in school and discuss possible solutions. Have student complete open-ended statements, e.g. "One problem I wish the class would talk about is ..."	
Recognizes possible consequences of decisions.	Discuss possible consequences of decisions relating to problem situations. Discuss what happens when student decides to: -help rake the leaves -not eat breakfast -pick up toys when finished playing -borrow brother's bike without asking -arrive late for school.	

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 1
B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Participates in conflict management strategies, e.g. taking turns, apologizing, soliciting interventions, sharing.		Activities for Developing Positive Self Awareness. Conflict Management.
Demonstrates decreasing use of inappropriate conflict management techniques: violence, tattling, flight, etc.	Have a class discussion about alternate ways of handling situations, e.g. "Johnny hit you, what can you do?"	Social Learning Curriculum Kits. Man In a World of Change Series: Man and His Family, Man and His Communities, Man and His Cities. DUSO D1. Focus on Self Development, Stage One: Awareness.
4. Rules and Routines		
The student:		
When given a situation at home or at school, states the expected behavior: sharing, consideration, respect, cooperation, good manners.	Write out rules for field trips, parties, etc. Use discussion, classroom meeting.	
Follows simple rules in the classroom and on playground.		

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies inappropriate behavior in familiar situations.	Use films, filmstrips, stories.	
Identifies the consequences of breaking simple familiar rules at home and school.		Focus on Self Development: Awareness. Activities For Developing Positive Self Awareness. Conflict Management.
Identifies rules which cannot be changed and routines which can be modified.		
Demonstrates understanding that routines and rules made by the group may be modified, depending on the situation, e.g. rules for games.	Play a game; have students suggest "rule change" and agree on these. Evaluate changes.	
5. Social Roles		
The student:		
Identifies roles associated with the family.	Have class collect and discuss pictures of families in various activities.	Magic Circle. Social Learning Curriculum Kits. Man In a World of Change Series: Man and His Family, Man and His Communities, Man and His Cities.
States some characteristics of these roles, e.g. mother, father, sister.	Have students bring and talk about snapshots of other members of their families.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
	Play 'house'. Have students take turns as family memebers. Match name of family member with description/picture of home task.	People in a World of Change Series: Your Family and School, Your People and Places, Your Communities and Change.
Identifies leaders within the classroom/playground.	Use open-ended questioning: "Who are the leaders in our class?"; "How do you know they are?" "Why are they leaders?"	
	Assign duties, leadership roles to students on a rotating basis.	Journey to Success.
Recognizes the authority and responsibilities associated with the parental role.	Dramatize incidents of family living' have students take turns at being mother and father.	
6. Values and Social Expectations		
The student:		
Identifies cultural differences of people in the classroom or immediate community, e.g. costume, food, language.	Have students prepare or bring different types of food. Use films, filmstrips, books.	Social Perceptual Training Kit: For Community Living.
Recognizes some basic values, e.g. honesty, kindness, cleanliness.		

TRAVEL
Level 1
A. Ways to Travel

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies ways people can travel: walk, bicycle, school bus, private and public transportation.	Make charts, cut out pictures of the various modes of travel.	
Identifies basic traffic signs.	Make cardboard traffic signs and role play action for various signals.	Survival Signs. Road Signs of the Times.
Recognizes school patrols and follows directions.	Have a class discussion about the purpose of school patrol. See Safety, School.	
Travels independently in neighborhood (walking).	Set up short trips to specific locations with the class in the school and immediate area.	

TRAVEL
Level 1
B. Travel Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Recognizes and demonstrates understanding of the danger of accepting rides from strangers.	Use news reports of hitchhiking.	
Follows simple directions.		
Recognizes traffic signs and symbols.		
Recognizes landmarks in school and neighborhood.		
Recognizes simple maps.	Have student draw a simple map of desk.	
Tells time to the hour.	See Computation section.	
Demonstrates appropriate behavior in various forms of travel.		
States where to go for help if lost.		

HEALTH
Level 1
A. Nutrition

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies a variety of food and sources from which they come.	Take class to a neighborhood vegetable store or supermarket to gather information on the kinds of fruit and vegetables that are sold.	Canada Food Guide. Department of Agriculture Materials.
	Set up bulletin board. Use visual aids, films, flannel board figures, flashcards, cut outs.	
	Have class match printed words of labels on cards, boxes.	
	Playing guessing game--have student match food with sources.	
	From a bag of food have student identify foods and sources.	
	Have student make a scrapbook.	
	Bring visit to a dairy or dairy farm.	
Classifies foods according to fruits and vegetables	Use free hand drawings, pictures, etc.	Peabody Song Kit, Level 1.
Describes food in relation to color, shape, smell and taste.	Play games, e.g. "Hopscotch"; put pictures of food on floor.	
Identifies junkfood to avoid between meals.	Blindfold student and let him identify by taste, feel and odor.	

HEALTH
Level 1
A. Nutrition

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies foods appropriate to each meal.	Read stories, poems, sing songs about food.	Film: Vital Vittles Win the West.
	Have class make riddles, original poems and nonsense rhymes; make models to illustrate.	
	Make a list of foods and have class discussion.	
	Use dittoe worksheets, visual aids, cut outs, flannel board pictures.	Milk Foundation Materials.
	Make a scrapbook.	
	Play card games like "Gin Rummy", using pictures of food.	
	Use stories about good nutrition.	
Lists rules for good eating.	Have class enumerate, discuss, dramatize.	
	Illustrate through cartoons.	Canada Food Guide.
Practises cleanliness in food preparation.		

HEALTH
Level 1
B. Personal Care

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Knowledge of Body		
The student:		
Identifies the basic body parts.	Point to the body parts and have student identify.	
	Use model, have student match body parts.	Peabody Language Development Kit, Level 1.
Recognizes growth takes place.	Play guessing game.	Body Parts - dice game. Activity Cards - Body Imagery: Body Awareness Activities.
Recognizes and discusses differences between boys and girls.	Show models.	
	Play "he", "she" games.	
	Have class assist and write descriptive stories: "I am a girl", "I am a boy".	
	Show films; have class discussion.	
2. Care of Body		
The student:		
With assistance, practises body cleanliness.		Self Care - sequential cards.
States reasons for taking good care of body.		
Practises physical fitness program.		

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates knowledge of what to do in case of minor illness.		
3. Drugs and Alcohol		
The student:		
Takes prescribed medication only when administered by adults.	Display posters.	Department of Public Health Materials.
	Set up bulletin board.	Squeegee Learns About Drugs.
	Teach student to read warning signs.	Handle With Care.
	Bring sample of different drug bottles; discuss and explain.	
	Use role play.	
Demonstrates some understanding of when to take non-prescription drugs.		

HEALTH
Level 1
C. Community Health Services

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student: Identifies some health helpers and their function, e.g. nurse, doctor.		

SAFETY
Level 1
A. Home and School

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies dangers associated with various areas and items in the home and school, such as: -sharp objects -electrical outlets -appliances -tools, machinery -animals -poison -physical action -gym equipment	Set up bulletin board.	Peabody Song Kit, Level 1.
	Make posters and slogans.	Films: How to Have an Accident at Work; How to Have an Accident in the Home; I'm No Fool Having Fun; I'm No Fool with Electricity; I'm No Fool with Fire; Playground Safety; Safety in the Home; Safety After School; One Little Indian.
	Have student bring favorite toys to school and discuss safe ways of using each.	
	Use discussion, demonstration, drama.	
	Tour school building and grounds with class; discuss safe and unsafe places to play.	
	Develop a large classroom poster depicting various hazards commonly found at home/school.	Prevent: A Handbook of Classroom Ideas. Safety in the Home.
	Use visual aids and flashcards, flannel board, figures, films, slides, filmstrips.	
	Use dittoed work sheets.	
	Sing songs of safety.	
	Take class for a walk in the area and explain safety rules.	
	Invite local policeman or traffic guard to speak to class.	
Demonstrates knowledge of what to do in case of fire.	Use discussion, demonstration, drama, practice.	Donald's Fire Survival Plan.

SAFETY
Level 1
A. Home and School

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Seeks help from responsible adult if hurt or frightened, e.g. Block Parents.	Role play going to the right person in case of injury. Show films.	Films: Fire in Town, I'm No Fool with Fire.
With assistance, administers basic first aid.		

SAFETY
Level 1
B. Community

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student: Identifies dangers associated with pedestrians, bicycles, car/bus riders.	Set up a bulletin board (check with local safety officials for safety materials).	Who's Afraid of the Big Bad Wolf?
	Make cardboard traffic signs.	
	Teach student to read various traffic signs.	
	Use Red Cross Bicycle Safety course.	
	Stage a slogan and poster contest.	
	Have class compose original poems or nonsense rhymes.	
	Read poems and stories.	
	Sing safety songs.	
	Use visual aids: flashcards, flannel board, figures, films, filmstrips, slides.	
	Discuss safe route to school, etc.	
	Invite local policeman or member of school patrol to speak to class.	
	Invite the student patrol to visit the classroom, display their uniform and explain their safety signals.	

SAFETY
Level 1
B. Community

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates knowledge of safety rules to be followed when walking or riding a bicycle.	Use discussion, demonstration, and role play of desirable and undesirable practices to observe while waiting, boarding, or leaving a bus/car, etc.	Films: Bus Drivers' Helpers, I'm No Fool as a Pedestrian, Safety in Transit.
Practises safety rules when walking or riding a bicycle.	Make charts showing the do's and don't's of bus safety.	
	Simulate a bus ride.	Peabody Language Development Kit, Level 1.
Seeks help when injured.	Use role play.	

SAFETY
Level 1
C. Recreation

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies dangers associated with: -playground -parks -gyms -swimming pool -skating rink -tobogganing -skiing	Set up bulletin board. Use visual aids, flash cards, flannel board figures, films, filmstrips, slides showing safety practices in different recreational areas. Read poems and stories. Use dittoed work sheets. Use discussion, demonstration, drama. Make posters, slogans. Invite safety officals from the community to speak to class. Have class make original poems, nonsense rhymes. List wheeled vehicles and discuss when they can be ridden safely. Demonstrate courtesy.	Films: I'm No Fool in Water.
Demonstrates knowledge of safety rules.		
Seeks help when injured.	Use role play.	

WORLD OF WORK
Level 1
A. Specific and Allied Work Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Use of Tools and Equipment		
The student:		
Manipulates a variety of construction materials and tools, e.g. hammer, scissors, eggbeater.	Demonstrate correct use of tools. Have student experiment with tools.	Workjobs I and II. Workjobs for Parents. I.P.A. Manual (1980).
Follows simple rules of organization and care of tools and materials, e.g. crayons in box, clean brushes and return to correct place.	Label storage areas. Discuss and demonstrate cleaning and storage of tools. Post rules; appoint monitors.	
With supervision, constructs simple projects.	Demonstrate steps to be followed. Assist student when he needs aid.	
2. Following Direction		
The student:		
Follows simple directions.	Play "Simon Says" or other games using simple directions. Use tape recorded instructions.	Consumer Sequential Cards.
3. Decision Making		
The student:		
Chooses between two or more alternatives.	Provide a variety of materials for a project; have student choose one.	

WORLD OF WORK
Level 1
A. Specific and Allied Work Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
4. Independence The student: Demonstrates ability to behave appropriately in familiar situations, e.g. school, playground.	Have a class discussion about appropriate behaviors.	Magic Circle. 100 Ways to Enhance Self-Concept in the Classroom.

WORLD OF WORK
Level 1
B. Career Planning and Exploration

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Why Work		
The student:		
Recognizes that people work because they need money.		
Recognizes that finishing a task brings satisfaction.		
2. Job Awareness		
The student:		
Demonstrates awareness that people do different jobs in the home, school, community.	Make family unit poster, clearly showing contribution made by each member. Display chart listing all the occupations of friends and family known to the student. Play game, "What am I? I dress in waterproof garments and carry a hose." Have student make poster: My Dad (or Mom); label occupation and draw picture.	Career Awareness. Ladybird Books. The I Want to Be Free Book. Community Helpers. Career Cards. Occupational Alphabet. Careers Loto Game. Our Helpers. Career Association cards.
3. Job Demands		
The student:		
Demonstrates good work habits.	Have a class discussion: "What are good work habits?" Have students compare these with unsatisfactory work habits.	Courtesy in the Community.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
	Complete behavior management charts for each student to show work completed, working well with others, doing classroom jobs, e.g. cleaning chalkboard.	Occupational Alphabet.
	Make a list of good feelings that result from a job well done.	
Demonstrates positive attitude towards work.	See Understanding Self and Getting Along With Others.	Career Loto Game.
	Use class discussion: why help others; our new school; adjustments to be made in getting along with others.	Career Association Cards.
	Construct poster of classroom helpers, names/tasks.	
	Compile list and display, "Why people work".	Community Helpers.
Arrives on time for school.	Record time each student arrives at school; display graph.	
	Record daily routines in class on large clock face poster.	
	Construct poster with time words such as early, late, morning, afternoon, time, on time, etc.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
	Role play "Preparation for an interview". Instruct student what to bring, how to dress and where to go. Have the student repeat instructions carefully. Do the same applying for Social Insurance Card: what, how, where, when, etc.	Career Cards.
	Have student construct model (car, airplane), following instruction.	
	Play simulation games where rules are to be followed.	
Completes selected tasks at school and home, and assumes some responsibility for this.	Use selected class "monitors". Check that jobs are completed.	Positive Attitude Posters. A Good Worker.
	Make "Jobs for the Week" chart.	
	Compile list of consequences of being disorganized with work habits.	
	Do the same for consequences of "poor" work output.	
Recognizes own mistakes and corrects them.	Encourage student to be constructively critical of his own completed tasks or jobs.	
	Periodically check student's work and get him to suggest ways that work or work habits can be improved.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates good listening habits.	See Communication Section.	
	Develop oral comprehension skills. Read story suitable for the level and ask basic who, why, when, where, type questions.	Stories About Workers.
Communicates with peers.		

WORLD OF WORK
Level 1
C. Finding a Job

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Awareness of Personal Abilities and Interests		
The student:		
Identifies jobs/careers which may be of special interest to him.	Make a list of job titles volunteered by class. Have each student choose one job of special interest. From a collection of job pictures have each student select one or two of special interest; discuss reasons for selecting, etc.	Sign-A-Mite. Career Cards.
Describes abilities and limitations he has regarding specific job.		
2. Awareness of Process		
The student:		
Demonstrates ability to take and leave messages.	Have student assist in conveying messages to school personnel. Have student write a name beginning with A, B, C, etc.	
Demonstrates ability to use telephone.	Role play use of telephone in various "problem" situations where student contacts appropriate service required, e.g. Mon, friend, police. Use old telephone directory; review alphabetizing.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
	Record these conversations and review.	
Develops awareness that people must look for jobs.	Have a class discussion: Why is work necessary.	Ladybird Books: Careers. I Want to Be Books.
	Make a job poster.	
	Collect pictures and label showing clearly the purpose of each job, e.g. farmer - grows apples, bus driver - brings us to school.	Our Helpers.
	Collect and display newspaper ad section, yellow pages, help wanted notices and Manpower vacancy cards.	

WORLD OF WORK
Level 1
D. Keeping a Job

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student: With assistance, accepts rules at home and school.		All About Manners.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Recognizes that people are important.	Compile a poster of important people in the community; stress that all people are important.	Modern Workers for Career Awareness.
Recognizes own self-worth and dignity.		

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Care		
The student:		
Dresses with minimal supervision or help.	Have student dress independently.	Training for Independence: Dress Skills.
Locates clothing storage areas and uses them appropriately.	Use picture chart; ask student to point to appropriate place, e.g. "Point to the picture where coats should be placed".	
Demonstrates ability to use clothes brush, hanger, etc.		
Seeks help when something is lost.	Have a class discussion about what one might do if clothing is lost.	Lessons in Living.
2. Selection		
The student:		
Identifies different types of stores, e.g. men's and women's clothing stores, shoe store.	Have a class discussion on what to wear when it is raining, snowing, hot, etc.	Words to Wear, Level 1-4.
Recognizes styles of clothing used for school, church, gym, etc.	On clothing chart have student match appropriate clothing with appropriate occasions, e.g. "Where would you place a pair of runners on the chart for what occasion".	

HOME MANAGEMENT
Level 1
A. Clothing

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
3. Construction		
The student:		
Identifies sewing tools, e.g. needle, scissors.	Place tools in front of student and ask him to select a particular tool. Have student point out specific tools from pictures of tools.	Clothing and Textiles Educational Materials Directory. Sew It Yourself.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Shopping		
The student:		
Explains what grocery stores are.	Have a class discussion about what things you might buy in grocery store.	
Lists foods and other articles which can be bought in grocery stores.	Make scrapbook of all things found in grocery store.	Lessons in Living.
	Set up a store. Bring visits to grocery store. Display grocery lists with prices.	
Buys one or two items when sent to grocery store.		
2. Preparation		
The student:		
Recognizes utensils.	Place utensils in front of student and ask him to pick out the utensil you ask for.	
Demonstrates ability to use utensils.	Have student practise manipulating and operating household utensils.	
Demonstrates ability to clean food, e.g. fruit, vegetables.	Have a class discussion about reasons for washing food before eating.	
Demonstrates ability to prepare simple snacks.	Use role play. Have student pretend to make a snack for the other students. Make up riddles about food.	Dishes and Utensils. Turn Kids on to the Good Food. Kids in the Kitchen.

HOME MANAGEMENT
Level 1
B. Food

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
3. Serving		
The student:		
Demonstrates ability to prepare table for meal.	Demonstrate and have student practise table setting with actual utensils.	
Behaves appropriately at meal time at home, school, restaurant.	Have a class discussion on table etiquette. Dramatize through role play and actually sitting down and eating.	
4. Preserving		
The student:		
Explains reasons for food protection.	Have a class discussion about what kinds of foods can be stored, the cause of food spoilage, prevention of spoilage.	
Explains function of refrigerator.		
Demonstrates ability to use refrigerator properly, e.g. meat in refrigerator, ice cream in freezer.	Compile a picture chart of foods; have student place picture of foods which should be in refrigerator.	
Demonstrates understanding of concept of perishables.		
Assists in various methods of home preserving.		

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
3. Production The student: Participates in chores related to food production. Identifies origin of familiar foods, e.g. dairy products.		

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Selection The student:		
Recognizes different kinds of homes, e.g. apartments trailers, houses, condominiums.	Show pictures of different kinds of homes, different types, sizes, designs. Have student build different kinds of homes with blocks, cardboard. Take class for a walk around neighborhood to identify kinds of houses. Take field trip to see houses being constructed.	
2. Furniture and Furnishings The student:		
Recognizes what goes in a house, e.g. furniture, curtains, rugs, lamps, sheets, towels.	Have class construct doll house and furniture. Make scrapbook of houses, furniture and appliances.	Household Items.
Classifies furniture according to function, e.g. kitchen.		

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
3. Care and Maintenance		
The student:		
Demonstrates ability to keep own room neat.	Have a class discussion on what needs to be done to keep a room neat.	Happy Housekeepers.
With assistance, performs simple household tasks.		

HOME MANAGEMENT
Level 1
D. Child Care

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Recognizes that young children need care.		
Demonstrates ability to help mother care for siblings.	Set up buddy system; have students help one another in various tasks. Take a field trip to day care centre.	

MONEY MANAGEMENT
Level 1
A. Earning Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Lists sources of money, e.g. parents, job, hobby.	Have a class discussion about pocket money, parents' work, etc. Construct poster; collect pictures of workers and mount.	Dollars and Sense. The Story of Money. How Money and Credit Help Us.
Demonstrates knowledge that people work for money.		
Names goods money will buy.	Construct posters of things free or paid for. Use activity board showing things free and paid for. After walk divide students into groups to discuss things seen which are free or paid for.	
Uses money vocabulary.	Use role play: customer at work (bank) uses words such as dollars, dime, etc.	A Course in Coins.
Names different coins.	Have student count change. Play game: "This is a dime (true/false)"; "Find the dime dime, quarter", etc.	
Writes simple money amounts: 1¢, 10¢, 25¢, $1.00.		

MONEY MANAGEMENT
Level 1
B. Spending Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Where to Buy		
The student:		
Identifies places where things can be bought.	Take field trip to local stores to see what the stores sell. Have student cut out catalogue pictures. Compile poster of things we can buy.	Let's Go Shopping.
2. How to Buy		
The student:		
Demonstrates understanding that when goods and services are bought, they must be paid for.	Have a class discussion about who pays for school clothes, bus, heat, roads, pencil. Compile a list of free and paid services and goods.	Your World of Money.
Buys items independently with correct amount of money.		Money Math.
Lists ways he spends his money.		

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
3. What to Buy		
The student:		
Describes essential elements in basic living needs, e.g. food, shelter, clothing.	Have a class discussion about things parents buy, things needed in the classroom.	Let's Go Shopping.
	Compile a poster with pictures of daily life needs.	
4. When to Buy		
The student:		
Demonstrates understanding that prices for familiar items vary from time to time.	Have a class discussion about where candy bars are more expensive, etc.	
Explains how prices are reduced at times.	Collect sales catalogues. Calculate cost difference between sale and regular price.	
	Visit one store over a period of time and record price changes on basic grocery list.	
	Visit auction sales or garage sales. Record what is sold and price. Compare with regular prices.	
	Visit a "close-out sale", calculate savings if any.	

C. Saving and Borrowing

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Saves own money for special purchase, e.g. uses piggy bank.		
Demonstrates understanding that items or money borrowed must be returned.	Role play neighbor borrowing tools, friend borrowing a dime. Have a class discussion about what would happen if these were not returned, circumstances requiring borrowing.	

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES
Level 1
A. Fundamentals of Movement

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates a variety of movement:	Use mat activities, e.g. leg roll, bean bags, individual tossing and catching activities.	
Locomotion:		
Walking, gliding, running, galloping, hopping, skipping, jumping, leaping, crawling, axial bending, falling, turning, pulling, shaking, stretching, whirling, swinging, pushing, bouncing, rising, twisting, swaying, beating.	Use balance beam or bench activities. Do creative rhythmic exercises with balls, ball handling activities. Have student try someone else's pattern.	Move, Grow and Learn. Special Education Teaching Games. Until The Whistle Blows. Vols. I & II. Teaching Your Wings to Fly.
Others:		
Balancing, climbing, kicking, pivoting, reaching, stopping when in motion, hanging by arms and legs, lifting, striking object with implements, tumbling, stooping, dribbling pass object, crouching, catch a moving object.	Use simple games and activities.	I Can Kit. Guidelines to Basic Learning Skills.
Note:		
This list is not meant to be all-inclusive. Activities suited to the facilities must be selected.		

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES
Level 1
B. Games and Activities

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates rudimentary acquisition of the following: - jumping activities - relays - gymnastics - bicycling - dodge ball - hanging activities - folk dancing - swimming - skating - modified baseball. Note: This list is not meant to be all-inclusive.	Provide opportunity for the student to participate in various games and activities.	Creative Games for Learning. Creative Play for the Developing Child. Special Education Teaching Games.

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES
Level 1
C. Social Skills Related to Games and Activities

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates respect for other's property.		DUSO Kit D1.
Practises socially acceptable behavior.		Stage One; Awareness:, Focus on Self Development,
		Move-Grow-Learn.

LEISURE/RECREATION SKILLS
Level 1
A. Art

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Cutting, Tearing, Fastening		
The student:		
Tears shapes from paper.	Use brightly colored paper to create interest.	General Resources: Easy Crafts for The Classroom, Creative Art Tasks for Children, Learning Through Art, Idea--Developmental Experiences Through Art, I.P.A. Manual, Arts and Crafts for Special Education, Arts and Crafts for Slow Learners, Creative Art for Learning.
Cuts freely with blunt scissors.	Have student cut paper of various colors into free shapes; cut along outlines of own crayon pictures.	
Fastens freely cut shapes onto paper.	Use brightly colored paper.	
2. Constructing		
The student:		
Utilizes simple processes of glueing, pasting, nailing, hanging, sewing, or sticking in creating an art object.	Have student make simple folders, booklets, envelopes; make simple baskets out of paper or small boxes; make simple animal forms of construction or other paper.	
3. Drawing and Painting		
The student:		
Draws with chalk on a chalkboard.		
Finger paints.		
Paints directly with a large brush on large paper.	Have student use large brush to paint boxes, create one color design.	

LEISURE/RECREATION SKILLS
Level 1
A. Art

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
4. Modeling		
The student:		
Demonstrates ability to make simple forms in sand.	Provide sand tables.	
Creates textures in pliable materials by indenting.	Have student experiment with textures and shapes on clay.	
Demonstrates ability to form objects by manipulation of composition clay and/or plasticine.		
5. Print Making		
The student:		
Demonstrates ability to create a printed design on paper.	Have student use sticks, spools etc. with tempera paints; print with found objects; splatter print from arrangements of his own original cutting or tearings.	
6. Weaving and Stitching		
The student:		
Strings beads, buttons, straws, and paper forms.		Department of Education Elementary Art Curriculum Guide.
Enriches paper construction with plaiting, knotting and stringing for surface texture and for function of attaching parts.		

LEISURE/RECREATION SKILLS
Level 1
B. Music

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Listening		
The student:		
Distinguishes between sounds around him, e.g. low, loud, slow, fast, soft, up, down.		Music for Special Education. Reaching the Special Learner Through Music. Tom Thumb Early Learning Library (record). Simple Stunts for Children (record).
Produces and recognizes familiar sounds.		
Recognizes phrases and songs.	Tell the student about the music, composer, title and story.	
Listens for enjoyment to music, stories with background music.		
Builds a repertoire of nursery rhymes, folk tales, and simple melodic composition.		
Begins to recognize and identify the sounds of rhythm band instruments.		
2. Singing		
The student:		
Discovers the sound of his own voice.	Use folk songs, action songs, number games, simple dramatic songs.	
Recognizes that there are similarities in musical notes.		
Recognizes and sings easy note songs.		

LEISURE/RECREATION SKILLS
Level 1
B. Music

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Participates in singing activities, group and individual.		
Demonstrates ability to sing loudly and softly.		
Demonstrates ability to sing in tune.		
3. Playing		
The student:		
Takes part in rhythmic activities.		
Demonstrates ability to use rhythmic instruments.	Have student practise instrument playing. Introduce one at a time, easiest first.	
Demonstrates knowledge of simple tempo concepts in his playing: fast, slow, etc.	Have student listen, sing, clap, play, etc.	
4. Rhythmic		
The student:		
Recognizes fundamental rhythmic movements, e.g. walking, running, hopping, swaying.		
Demonstrates ability to perform or respond to simple rhythms with head, feet and body.		

LEISURE/RECREATION SKILLS
Level 1
B. Music

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student: Recognizes movement (tempo) of music through rhythmic activities.		Dance Movement Experience Cards.

LEISURE/RECREATION SKILLS
Level 1
C. Drama

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates relaxation, concentration and trust in individual activities. Demonstrates personal expression through using a variety of body movements, teacher directed. Demonstrates ability to respond through utilization of the five senses. Utilizes imagination to respond to situations in a variety of ways. Demonstrates ability to communicate verbally and nonverbally. Demonstrates ability to alter voice and speech patterns. Demonstrates ability to discuss character's actions Demonstrates ability to give simple actions to characters. Demonstrates knowledge that a story is made up of related incidents. Demonstrates knowledge that there is a conflict between opposing characters. Demonstrates knowledge that an audience listens to views and enjoys a presentation.	Provide various activities for students such as: - listening - viewing - movement - pantomime - tasting, touching - story building - puppetry - role playing - picture sequencing - creative drama - multisensory activities. Note: This area should be used as an integral part of other curriculum areas.	Drama With Children. Teaching With Creative Dramatics. Creative Dramatics for All Children. Creative Movement for Special Education. Role Playing and the Educable Mentally Retarded. Creative Play for the Developing Child.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Engages in the following activities according to interests and abilities: -feltcraft -platicine modelling (simple pottery) -paper cutting -paper folding -paper weaving -burlap stitching (designs) -puppets (paper bag) -tissue paper craft -care of house plants -black and white picture taking -pet care. Note: This is not intended to be an all-inclusive list.	Provide opportunities for student to express own creative ability.	It's Me! Building Self Concepts Through Art.

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
Level 1
A. Home and Family

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies own family members by name.	Have a class discussion about family composition.	
Identifies what constitutes a family.	Have student draw pictures of family members or generalized family structure.	
Identifies own family members by role.		Mom's New Job.
Identifies ways in which immediate family is unique.		
Assumes responsibility for self appropriate to age: dressing self, snack preparation, keeping room tidy.	Have a discussion with parents to obtain their involvement prior to instructions.	
Differentiates between personal, family and public property.		
Identifies privileges and consequences associated with family roles and routines.		
Demonstrates awareness that families change because of separation and addition through death, divorce, marriage, birth.		Family Value. Where's Daddy? The Story of a Divorce.
Identifies community helpers: neighbors, block parents, firemen, policemen, nurses.	Have a class discussion of work roles in community.	The Letter Carrier.

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
Level 1
B. School

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies classmates and significant staff members by name.		Thinking Box: Thinking Skills Development Program.
Identifies classmates and significant staff members by role.		
Accepts responsibility for personal property.		
Differentiates between personal, private and public property.		
Demonstrates respect for the personal property of others within the class.	Have a class discussion about school rules and routines.	
Identifies school rules.	Set up classroom meetings.	Schools Without Failure.
Identifies privileges and consequences associated with school rules and routines.		
Accepts responsibility for own behavior and duties appropriate to age.		
Responds to authority in the school.		

C. Community and Country

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
States the name of his community and town or city.		What is a Community (kit).
Identifies the Canadian Flag.	Have class draw the Canadian Flag; post students' work on bulletin.	
Identifies common community helpers, e.g. scout leader, minister.	Invite guests to visit classroom.	
States the role of common community helpers.	Take field trips to dairy, police station, fire station.	
Identifies common neighborhood facilities, e.g. playground.	Visit community facilities; combine with travel training.	
States the purpose or function of common community facilities, e.g. community centers.		
Recognizes cultural differences within own community.	Stress similarities with student's own background.	
Demonstrates awareness of community rules and routines, e.g. crosswalk.		
Identifies some cultural differences within own neighborhood.		

D. Current Events

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
States newsworthy events witnessed or heard.	Use current newspaper to discuss in class.	
Recognizes that events occur outside of home and school.	Have student listen to a radio or television newscast, and recall and discuss.	
Recognizes that television, press, and radio help disseminate information.	Have student listen to a preassigned newscast and question him.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Ecology		
The student:		
Classifies living organisms.	Have student plant and care for a garden. Ask the family to make a special event of using the produce grown by the student at a meal.	Creative Science Experiences for the Young Child (activities).
	Play the game of "Animal Imitations": "Look at me! I am a ... (spider, cow, bird, etc.)".	Animal Classification - Where Do They Belong? Animals Near Your Home. Animal Sorting Games.
	Keep some living things in the classroom, e.g. gerbils, fish, plants, canaries. Provide the opportunity for students to care for living things.	Animals Around You Series (filmstrip). Flora and Fauna kit.
Identifies basic requirements necessary for growth of living organisms.		Take a Look at Nature (activities).
Identifies environments where plants and animals live.	Using straw, string, twigs, have students make a nest for Easter eggs or for a toy bird; use pictures of nests and a sample nest.	Places Where Plants and Animals Live.
	Show a movie about the beaver and his handiwork.	
	Take class to see an ant-hill and read the story of "The Grasshopper and the Ants".	
	Have class make an ant-hill from clay, or a model beaver lodge from twigs.	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
Level 1
E. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Assumes some responsibility for the care of a living organism.	In school, or in cooperation with the home, have student care for plants or pets.	
Identifies appropriate ways to behave with wild and domestic animals.	Bring a dog, cat, rabbit, etc. into the classroom and by example and instruction convey the importance of proper handling. Permit students to pet or hold animal to show an understanding of this concept.	
2. Natural Phenomena		
The student:		
Describes weather from outdoor conditions.		ESS/Special Education Teacher's Guide.
Identifies some characteristics of each season.		
3. Energy		
The student:		
Identifies sources of heat and light.		

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
Level 1
E. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
4. Pollution The student:		
Identifies and disposes of litter.	Make an automobile litter bag from a coat hanger and a plastic bag. Use this opportunity to emphasize the danger of plastic bags. Take the students onto the school grounds and have them pick up the litter that is found there. Have them use their litter bags on this exercise. Stress the fact that they are doing other people a service.	Let's Find the Pollution Solution (filmstrips) Pollution Solutions (mobile).
States reasons for not littering.		
Recognizes that clean air/ water is necessary for good health.	Explain how many of the activities of man can make the air "dirty". Collect pictures or slides that illustrate this concept. Play the "Clean-dirty" game in which a picture of a factory belching out pollutants will get a groan from the class while a shot of a pristine meadow will get applause.	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
Level 1
E. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
	Demonstrate the concept that water may be polluted or contain harmful substances and yet look clean. Mix salt into one glass and compare it to a glass of clean water. They look the same but are not.	
Identifies several jobs and workers who help us to preserve the environment, e.g. grounds-keeper, street-cleaners, garbage collectors.	Use the opportunity of actually encountering these workers in the performance of their tasks. When the school yard grass is being cut, take the students out to observe the job being done.	
Identifies places where noise control is required, e.g. library.		
5. Conservation		
The student:		
Demonstrates some understanding of recycling concept.	Using litter found on the school grounds, have the students make a litter poster, mobile, statue, etc. Have the students bring a refundable container to school or have them find hidden containers on the playground. After these have been collected or found in the "treasure hunt" take the class to a friendly neighborhood store to convert them to money and buy a "goodie" with the returns.	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
Level 1
E. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates awareness of various ways to conserve energy.		
Recongizes his responsibility to preserve the environment, e.g not damaging trees.		
6. Safety		
The student:		
Demonstrates knowledge of safety rules that apply to the outdoors, e.g. buddy system, lost procedures.	Have a senior class prepare and present a short skit about a lost child who follows the correct procedures when he is lost on a family picnic.	
Demonstrates knowledge of the dangers inherent in everyday outdoor tools and chemicals: knives and axes, insect repellent sprays, camp-stove fuels, etc.	Show the class the "grown-up" tools that they are not allowed to use. Explain why these are not to be used by children. Explain and give examples of dangerous chemicals and discuss the importance of having a parent or other adult apply or use such things as sprays, fuels, etc.	
States, discusses and follows water safety rules, e.g. never go swimming alone, never go into a boat without a life-jacket.		

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates awareness of the danger inherent in fire and the effect that it can have on the environment.	Show a film about children and matches. Introduce "Smokey the Bear" or "Paddy the Beaver" and talk about forest fires.	
Demonstrates the knowledge of the danger involved in such practices: - drinking water from unsafe sources - eating snow - eating wild berries, mushrooms, etc.	Melt a glass of dirty snow in the classroom to show why one should not eat it. Collect and show some of the most common berries that the students might encounter and which they must avoid: dogwood, cottoneaster, honeysuckle, etc.	

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 2
A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Personal Characteristics/Self Identification		
The student:		
States/writes: - locality, province, ethnic background - ages of family members - birthdate - classroom number.	Have class construct and label maps of community, province, country; fill out various types of forms.	
Identifies, demonstrates or describes: - some interests or preferences - abilities or talents (sports, arts, cooking) - physical limitations (poor vision, lack of strength).	Have student make a chart of self depicting interests, talents, limitations, etc. Play "Compliment Game".	
Distinguishes between fantasy and reality; indicates what is real, what might be real, what cannot be real in stories and in other media, and defends his answer	Read stories which are real/fantasy and discuss. Have student write/tell stories which are real or fantasy.	
2. Physical Self		
The student:		
Interprets and categorizes: - visual images - sounds - tastes - smells - tactile experiences (color, shape, texture, intensity, flavor).	Have class discuss and prepare a chart of: "Things we can smell" "Things we can see", etc. Make a list of terms related to seeing, hearing, tasting, touching, smelling.	Social Learning Curriculum Kits.

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 2
A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Recognizes concepts related to growth and development: age, height, weight, strength, increasing knowledge and skills.	Have student match animals and offspring by picture, by label.	
Identifies sex differences between males and females, including appropriate identification of primary and secondary sexual characteristics.	Have class discussion about what makes a boy, girl, etc. Have student label animals appropriately by sex, e.g. bull, cow, ram, hen, cock.	
Identifies physical differences among people; knows how he is the same and different from others.	Have student write a paragraph on: "I am like ....."; "I am different than .....".	Primarily Me. Mostly Me.
Identifies and explains the relationship between age/size, height/weight.		
Describes physical characteristics (including facial features) of self and others.	Have student complete open ended sentences to make verbal self-portrait: "One way I am like everyone else is ....."; "One way I am different from everyone else is .....".	
3. Emotional Self		
The student:		
Identifies specific emotions in self and others: excited, nervous, happy, sad, angry, fearful.	Use dramatization of experience followed by discussion of feelings: "Most of the time I feel ..."; "Sometimes I can tell how you feel by ....."; "Sometimes you can tell how I feel by .....".	Free To Be - You and Me. I Know How You Feel. This Is Me.

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 2
A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies emotions from a variety of stimuli.	Use a variety of learning resources such as pictures, stories, posters, films, filmstrips, and discuss how people were probably feeling in the various situations.	Interaction IV.
Identifies causes of emotions.	Have student complete open-ended sentences: "I am happy when ....."; "I am sad when ....."; "I am afraid when .....".	
Identifies consequences of emotional reactions Recognizes signs of stress in self and others.	Teach student to identify stress through expression, posture, verbalizations.	Magic Circle. Toward Affective Development. Social Learning Curriculum Kits. Interaction IV Series. DUSO D2. Focus on Self Development: Awareness, Responding. Primarily Me. Mostly Me. Activities for Developing Self Awareness: Self Awareness, Career Awareness. Got To Be Me. Conflict Management.
With guidance, practises relaxation techniques.	Utilize relaxation exercises which are either scripted or on records. Include imagery, slow, deep breathing, teaching the student to tense and relax muscles.	Peace, Harmony and Awareness - A Relaxation Program for Children (record). Sandman's Land (tape). Relaxation - a Comprehensive Manual for Adults, Children and Children with Special Needs.

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 2
A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Recognizes relationship between stress and physical symptoms.	Have student complete open-ended statements: "Sometimes I can tell how you feel by ....."; "Sometimes you can tell how I feel by .....".	
Recognizes and states causes of stress, both physical and psychological.		
Expresses emotions appropriately: - in a variety of situations - with varying intensity - with regard to the relationship.		
Utilizes appropriate verbal or physical behavior instead of aggressive acts in response to provoking situations.	Use role play: arguments, disagreements, fights, and discuss alternative ways of handling situations.	
Recognizes how a stressful situation could have been avoided or handled more appropriately.	Read stories which reflect problems of students in class and offer suggestions for solutions.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Needs and Motivations		
The student:		
Distinguishes between needs and wants.	Make silhouette; make list of or illustrate needs on one half and wants on the other.	
Identifies basic needs of safety, belonging and acceptance in addition to physical needs.	Have student determine which of two personal needs seems more important and tell why; describe a personal need that is not necessary for physical survival; identify types of shelter; tell how specific shelters provide protection and how he can tell which shelters would be appropriate to particular situations, e.g. tent, friend's home, public building.	
Places basic needs in priority in given situation.		
Identifies how basic needs can be provided for.		Man and His Families.
Recognizes the relationship between behavior and needs or motives.		
Identifies an increasing number of situations in which people need help, e.g. when feeling alone, left out, rejected.	Have student complete open-ended sentences: "Being alone is ....."; "I am lonely when ...."; "I like to be with people when .....".	Social Learning Curriculum Kits. Man In a World of Change Series: Man and His Family, Man and His Community, Man and His Cities. People In A World of Change Series: Your Family and School, Your People and Places, Your Communities and Change.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		DUSO D2. Focus on Self Development: Awareness. Focus on Self Development: Responding. Conflict Management.
Identifies sources of help including family, school, community, health and mental health personnel.	Visit community facilities available in time of need or emergency.	
2. Factors Affecting Relationships		
The student:		
Given a situation, indicates appropriate responses including respect, protection, cooperation and sharing, to persons of varying ages and status, e.g. baby, peer, adult.	Use role play.	
Given a situation, indicates appropriate responses to persons of varying roles, e.g. sibling, classmate, stranger-child, stranger-adult.		

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 2
B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student: States/lists ways in which boys and girls are similar/dissimilar, e.g. interests, activities, behaviors, expression of emotions.		Magic Circle. Toward Affective Development. Social Learning Curriculum Kits. Man In A World of Change Series: Man and His Family, Man and His Communities, Man and His Cities. Process Concept Social Studies Series. DUSO D2. Focus on Self Development: Awareness, Responding. Activities For Developing Self Awareness. Conflict Management.
3. Handling Social Interaction a. Expressive Communication Skills The student:		
Communicates the same message in two or more different modes.	Have student communicate same message through drawing, poster, collage, chart, etc.	
States/lists advantages and disadvantages of different types of communication.	Provide opportunity to practise using variation in tone, volume and speed to express meaning and add interest and variety.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies situations in which a specific type of communication is appropriate.	Have student practise answering telephone and door politely; taking simple messages.	
Communicates effectively with others in socially appropriate ways: - extending and receiving greetings - giving and accepting compliments - apologizing for breaches of social conduct.		
Identifies some blocks to communication, e.g. interrupting, blaming, irrelevant comments.		
Communicates a wider range of feelings to others.	Have student complete open-ended statements: "When someone shouts at me, I ....."; "When I feel angry inside, I ....."; "The best thing to do after a fight is ....."; "When someone is nice to me, I .....".	
b. Receptive Communication Skills		
The student:		
Demonstrates comprehension of a simple activity by: - describing it - identifying the main idea - paraphrasing - answering questions.	Play oral memory games; memory games involving reproducing gestures.	Magic Circle. Toward Affective Development. Social Learning Curriculum Kit. DUSO D2. Focus on Self Development: Awareness.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates good listening skills.	Have students follow commands.	Focus on Self Development: Responding. Activities for Developing Self Awareness. Got To Be Me. Conflict Management.
Identifies behaviors which show when a person is/is not listening or attending.		
c. Problem Solving and Decision Making		
Given the steps to problem solving, demonstrates understanding of the process by solving problems.	Present problem and take student through the steps: - identify problem - list different ways of solving problem - choose best way - go to work on it - check results - change if necessary.	
Demonstrates an initial awareness of how problems are caused, e.g. factors relating to problem.	Have class discussion or role play possible stories or events that may have led up to these outcomes: "The teacher separated the angry children and told them to sit down"; "David turned off the television set in the middle of the program his younger brother Jimmy had been watching".	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
	Have student complete open-ended sentences: "If I were a parent and my child ran away, I would ....."; "If I had a problem like Andy's I would .....".	
Identifies what information is needed prior to making a decision.		
Identifies conflict situations.		
Applies a variety of conflict management techniques under the direction of the teacher.	Use role playing and discussion of various techniques, e.g. negotiating, active listening, postponing.	
Identifies conflict management techniques which are inappropriate.		
4. Rules and Routines		
The student:		
Identifies school rules and recognizes breaking of rules.	Compose a chart of school rules. Have class discussion; set up classroom meeting.	Schools Without Failure. Reality of Success (film). Innerchange, Unit 39. Man In A World of Change Series: Man and His Family, Man and His Communities, Man and His Cities. People In A World of Change Series: Your Family and School, Your People and Places, Your Communities and Change.
Follows rules of appropriate behavior in school and on the playground.		
Identifies consequences of breaking rules (in community).	Have students experience consequences of breaking rules.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies situations which require the establishment of routines or rules in school or on the playground.		Activities for Developing Self Awareness. Focus on Self Development: Awareness, Responding. Conflict Management.
Identifies the need for routines and rules (order, protection, equality).		
5. Social Roles		
The student:		
Identifies roles associated with the school and enumerates some of the characteristics of these roles.	Prepare scrapbook of school life with suitable illustrations, cut out or drawn by the students, with captions.	
Recognizes the commonalities when different people assume the same role, e.g. teacher, friend, student, nurse.	Have each student explain what they would do as a teacher, a friend, etc. Discuss similarities and differences.	
Assumes leader roles: - in the classroom/ playground - with peers in structured situations (games, classroom activities).	Assign student responsibility of being "teacher for a period".	
Demonstrates initial recognition that roles may involve rights and privileges, duties and obligations.	Role play incidents of school life; have student assume the role of principal, teacher, student, etc.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
6. Values and Social Expectations		
The student:		
Demonstrates initial awareness of differences in culture.	Have an ethnic day where students bring a favorite food or artwork of their cultur/ethnic background.	Rainbow Activities - 50 Multi-cultural Human Relations Experiences.
Recognizes basic societal values: honesty, kindness, helpfulness, cleanliness, cooperation, courtesy.		
Given examples or situations, indicates the behavior which best illustrates a given value.		
Recognizes violation of basic societal values: loyalty, respect, acceptance, freedom, equality, empathy, responsibility, inter-dependence, individuality.		

A. Ways to Travel

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies and demonstrates understanding of a broader range of safety and traffic rules.	Use role playing; discuss safety rules and rules of the road.	
Travels independently in community, e.g. walking, bicycle riding, bus.	Set up longer trips to various points in the community.	
States the advantages and disadvantages of various modes of travel. walking, bicycle, bus, train, plane.	Have students make charts, scrapbooks, picture stories.	

TRAVEL
Level 2
B. Travel Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Follows written and verbal directions.		
Obeys traffic signs and rules.		
Recognizes landmarks in wider community.		
Uses simple maps.	Make maps of the classroom and school.	
Identifies alternate routes to familiar destinations.	Make simple maps and have student locate alternate routes.	
Reads time to the half-hour.	See Computation section.	
Demonstrates appropriate behavior and knowledge of rules in a variety of settings.		
Locates help when required.		

HEALTH
Level 2
A. Nutrition

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates knowledge that the body needs food for growth and for energy at work and play.		Canada Food Guide. Food for Thought. Milk Foundation Materials. Food for Health (film).
Identifies the four basic food groups.	Have student make cardboard models to illustrate the four basic food groups.	
	Play card game using pictures of food from four basic food groups.	
	Have class make slogans, posters, puzzles, mobiles.	
	Invite resource person.	
Classifies food into correct food groups.		
States Canada Food Rules.	Have students enumerate and discuss.	
Recognizes ways by which a family works together to provide good nutrition.	Illustrate through picture wall charts, cartoon slides.	
	Invite a dietician/ nutritionist to visit class.	
	Use discussion and role play.	
	Have class visit a supermarket.	
	Read stories and poems.	

HEALTH
Level 2
A. Nutrition

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Recognizes the relationship between good eating habits and growth and development.	Have class compare pictures of healthy and unhealthy children.	
Recognizes importance of hygienic practices in food preparation, etc.		

HEALTH
Level 2
B. Personal Care

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Knowledge of Body		
The student:		
Identifies major external body parts.		
Recognizes the secondary physical and sexual changes taking place among boys and girls.	Have student share personal experience on physical development.	
Recognizes that growth takes place.		
2. Care of the Body		
The student:		
Demonstrates independence in practising body cleanliness.	Have a class discussion.	
Identifies methods of maintaining a strong healthy body: food, exercise, sleep, non-use of drugs.		The Problem - Acne. Almost Everyone Does (film). Self Care Series. Self Care Sequential Cards.
Practises physical fitness program.		
Demonstrates knowledge of what to do in case of minor illness.		

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates knowledge of when to seek medical attention.		
Demonstrates understanding of need for relaxation and rest.		
3. Drugs and Alcohol		
The student:		
Demonstrates knowledge of appropriate use of prescription and non-prescription drugs.	Show films, filmstrips and discuss.	Drugs - Friend or Foe.
Deomstrates knowledge of how to obtain prescription drugs.		
With supervision, takes prescribed medication.		

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies medical personnel and their function: doctors, dentists, nurses, eye specialists.	Set up belletin board; make a scrapbook.	Materials from Department of Public Health.
Identifies hygiene personnel and their function, e.g. garbagemen, street cleaners.	Have class make slogans and posters. Read stories and poems.	
Identifies mental health personnel and their function, e.g. school psychologist, guidance counsellor.	Use role play. Go on field trip.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates increased understanding of the dangers associated with various areas in the home and school.	Invite safety officers from the community to speak to class. Make safety posters and display them on the bulletin board.	Prevent - a handbook of classroom ideas. Safety in the Home. Safety series.
Demonstrates knowledge of how accidents can be prevented.	Have class make scrapbook; write home safety slogans; sing songs about safety. Demonstrate steps involved in hazard analysis.	I.P.A. Manual (1980).
Observes all rules associated with fire drill.	Demonstrate, have class discuss and practise. Take a field trip to a fire station and have student observe organization of an efficient fighting team.	
Recognizes sources of help in time of emergency.	Have class enumerate, discuss, dramatize. Demonstrate and role play use of telephone in case of an accident emergency.	
Administers basic first aid, e.g. band-aid, cleaning cut.	Conduct simulated first aid of wounds; indicate ways to avoid infection.	St. John's Ambulance materials.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates increased understanding of the dangers on streets and highways.	Have student look for and read various traffic signs; create replicas of these with construction paper or cardboard.	Road Signs of the Times.
Demonstrates knowledge that many accidents can be prevented.	Have students do a hazard analysis.	I.P.A. Manual (1980). Safety Series.
Practises safety rules on streets and highways.	Draw map of streets and traffic lights and mark where student lives; help him select safest route to school.	
Demonstrates responsible behavior on streets and highways.	Take a field trip to a busy corner, observe the traffic flow and make a list of discourteous, unsafe pedestrian and bike riders' acts. Demonstrate, have class discuss and practise proper bicycle riding practices. Prepare a bicycle safety presentation for the school assembly or parent-teacher meeting.	
Recognizes sources of help in time of emergency.		

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates increased understanding of the dangers associated with different recreation areas.	List ways in which people can help with safety in the different recreation areas.	
Practises safety rules in each recreational area.	Create skits that reveal appropriate behaviors in different recreation areas.	
Identifies ways in which accidents can be prevented.	Have class make posters and slogans. Demonstrate, have class discussion and role play. Invite safety officials from the community to speak to the class. Have student participate in community improvement projects, e.g. litter control.	
Recognizes source of help in time of emergency.	Have class enumerate and discuss. Visit different agencies that contribute to community safety.	

WORLD OF WORK
Level 2
A. Specific and Allied Work Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Use of Tools and Equipment		
The student:		
Identifies more tools and demonstrates greater proficiency in their use, e.g. hand saw.	Demonstrate correct usage of tools. Have student experiment with tools.	I.P.A. Manual 1980. Workjobs I and II.
Follows simple rules of organization and care of tools and materials.	Label storage area. Demonstrate and discuss correct storage. Have students store tools.	Tool Boards. Cubby Holes. Wall Charts.
2. Following Directions		
The student:		
Follows a more complex set of directions.	Provide verbal directions clearly and concisely; when appropriate, pair with written directions. Praise student for successful completion of task.	Deal Me In. Wall Charts.
Identifies persons in authority in the school and immediate community, e.g. policeman, pool guard, playground supervisor.	Make posters of people in authority. Have class discussion about these people's responsibilities and how and why students relate to them.	Community Helpers.
3. Decision Making		
The student:		
Chooses independently between two or more alternative activities.	Provide a variety of options in materials and activities and have student choose one, e.g. crayons or paints.	Learning Centers.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
4. Independence The student: Demonstrates ability to behave appropriately in unfamiliar situations, e.g. seeking aid from janitor.	Provide the student with opportunities to contact unfamiliar adults. Use role play.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Why Work		
The student:		
Recognizes that people need money to purchase necessities, e.g. goods, services.		
Recognizes that finishing a task brings satisfaction.		
2. Job Awareness		
The student:		
Demonstrates awareness that people do different jobs at home, in school, in the community.	Play game: "When I grow up I would like to be". Play game similar to television game "It's Your Move". Have student act out job for other students to guess. Compile poster: Helpers in our Community.	I Want To Be Books. Perhaps I'll Be --- series. Jobs From "A to Z". Career Awareness Book and Cassette. Ladybird Books - Career series. Real People at Work, Occupational Awareness Program. My Dad's a Park Ranger. Kids' Stuff.
3. Job Demands		
The student:		
Demonstrates good work habits.	Use role play: have student act situations where good work habits are not demanded; discuss consequences, e.g. pretend to make a dog house and leave it half finished.	A Good Worker. Positive Attitude Posters.

WORLD OF WORK
Level 2
B. Career Planning and Exploration

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates positive attitued towards work.	Have a class discussion: "Have you helped anyone today?" Make student aware that requests for help can be made effectively (content), acceptably (style). Provide examples.	
Arrives on time for school.	Have student make individual daily routine time chart. Have a class discussion on why routine is necessary.	
	Compile a poster; extend vocabulary and include abbreviations of time found in ads, e.g. hour, hourly, month, per week, part-time, permanent.	A Good Worker. Making It On Your Own.
Follows instructions.	Play games not familiar to student; have him work these out with aid of written instructions. Have student construct models with use of manual.	
Completes selected tasks at school and home and assumes some responsibility for this.	Record number of reminders needed to complete a given lesson. Set up contract and provide awards for improvements.	

WORLD OF WORK
Level 2
B. Career Planning and Exploration

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Recognizes own mistakes and corrects them.	During work periods have student recognize and discuss mistakes and suggest improvements: "Next time .....". List safety rules that apply (see Safety).	
Demonstrates good listening habits.	Develop oral comprehension skills: read story suitable for level and ask basic who, why, when, where, type questions.	Stories About Workers. Getting a Job.
Communicates effectively in school.		

WORLD OF WORK
Level 2
C. Finding a Job

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Awareness of Personal Abilities and Interests		
The student:		
Identifies jobs/careers which may be of special interest to him.	Play game: "When I grow up .....".	Sign-A-Mite. Career Cards. Occupational Alphabet. My Dad's a Park Ranger. Career Loto. Ladybird Books. Perhaps I'll Be------ Series.
Demonstrates knowledge that he can not do certain jobs.		
Describes abilities and limitations he has regarding a specific job.	Have a class discussion about: "Jobs we do not want to do at home, school". Compile a list: have class suggest which jobs are difficult and which are relatively easy; discuss.	
2. Awareness of Process		
The student:		
Demonstrates ability to use telephone.	Role play use of telephone in various "problem" situations where student contacts appropriate service required, e.g. friend, mom, police.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates ability to take and leave messages.	Have student assist in conveying messages to school personnel, deliver notes or newsletters home properly, bring note for absence, etc.	
Demonstrates ability to use telephone directory in looking for information.	Using telephone directory, have student locate: index, emergency calls, towns served, yellow pages.	
	Have student locate friend's telephone number.	
	Have a class discussion about use and misuse of telephone.	
	Provide opportunities for practice; have student recall number, dial, obtain change, correct information.	
Develops awareness that people must look for jobs.	Have a class discussion about what would happen if there were no postmen, nurses, waitresses, etc.	
	Have a class discussion about where students find part-time jobs.	
	Compile list of part-time jobs known to students.	
	Examine classified section of newspaper and discuss the purpose of Want Ads.	
	Have student collect different newspapers and locate the Want Ads section in each one.	

WORLD OF WORK
Level 2
D. Keeping a Job

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Accepts rules at home and school.	Have a class discussion about "What important job (or combination) have I done today".	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student: Demonstrates understanding of personal self worth and dignity.		The Mouse, the Monster and Me.

HOME MANAGEMENT
Level 2
A. Clothing

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Care		
The student:		
Stores outer clothing properly.	Have a class discussion on where clothes are to be placed when coming back from recess or lunch	Clothing Care series.
Recognizes soiled clothing.		
Assists with laundry.		
Distinguishes between types of detergents to be used for certain clothes.		
Decides what to do if something is lost.		
2. Selection		
The student:		
Chooses clothes for school or leisure.	Have student complete open-ended sentences: "I would wear my suit to ....."; I would wear runners to .....".	
Chooses suitable style, color and design for occasion.	Have class prepare scrapbook and label what each item is for.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates ability to discuss and analyze the reasons for choosing clothing, e.g. simplicity, comfort, quality, fit.	Take field trip to store; discuss sizes, etc.	
Identifies and discusses location of stores and how to get to them.	Take field trips into community; ask the student to take you to a specific place.	
3. Construction		
The student:		
Demonstrates ability to use common tools.	Show the motions one would do in using tools.	
Demonstrates correct way of handling common tools, e.g. holding or passing scissors (safety procedures).	Have student pick out a particular tool and demonstrate how to use it.	
Demonstrates ability to do simple sewing or craft work, e.g. sew buttons, construct puppets.	Provide practice in actual situations; have student sew buttons on garment.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Shopping		
The student:		
Identifies what to buy for certain meals.	Have student list kinds of things one would buy for specific meals, e.g. breakfast, lunch.	
Demonstrates ability to read labels for price and quality.	Take field trip to store to read certain labels and prices. Set up store and role play buying certain goods for specific prices.	
Describes and demonstrates safety in shopping.		
Explains and demonstrates how to get to grocery stores.		
Differentiates express line from regular check out.	Take trip to store to show express line.	
Differentiates between kinds of vegetables, meats, fruits, etc.	Have class classify various kinds of foods. Have student make scrapbook placing foods in categories, e.g. meat, vegetables, fruits.	
Given a list, purchases everyday food items.		

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
2. Preparation		
The student:		
Demonstrates ability to use kitchen tools and facilities.	Provide practice.	ABC Cookery. Crunchy Bananas. Kids Garden Book. What's Cooking? Planning Meals and Shopping.
Demonstrates ability to clean kitchen after use.	Have class discuss and list equipment needed to clean up kitchen table and counter. List rules of sanitation in the kitchen.	
Demonstrates ability to plan and prepare own lunch.		Food Planning, Modern Consumer Education.
3. Serving		
The student:		
Demonstrates ability to prepare table for meals.	Have a class discussion on how to set the table; general appearance of the room; placement of table and chairs and utensils; decoration of table. Have students set table.	
Demonstrates ability to serve family and friends.		
Behaves appropriately at meal time at home, school, restaurant.		
4. Preserving		
The student:		
Demonstrates increased ability to store food appropriately.		

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates knowledge and understanding of food protection.		
Assists in various methods of home preserving.		
5. Production		
The student:		
Participates in chores related to food production.		
Explains production process, e.g. wheat made into bread.		

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Selection		
The student:		
Explains what is available in housing, e.g. single homes, house keeping rooms, room and board, condominiums, apartments.	Have a class discussion on types of houses available.	
Demonstrates understanding of difference between renting and buying.		
2. Furniture and Furnishings		
The student:		
Explains function of all furnishings.	Prepare bulletin board showing all kinds of furniture; ask student to tell function of each. Have a class discussion to develop student awareness of the specific types of furniture needed in a home.	
Explains and demonstrates simple household techniques and equipment.	Have students choose roles and dramatize the different tasks usually performed in the household. Delegate responsibilities in the cleaning of the classroom.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
3. Care and Maintenance		
The student:		
Demonstrates ability to operate common electrical appliances, e.g. toaster, kettle, iron.	Have a workshop on how to operate various appliances.	
Demonstrates ability to perform simple yard tasks, e.g. weeding, grass cutting.		
Performs simple household tasks, e.g. bed making, preparing meals, setting table, washing clothes.		
Identifies daily, weekly, tasks of cleaning, e.g. caring for refrigerator and stove.	Have student keep record of duties carried out in the home.	

HOME MANAGEMENT
Level 2
D. Child Care

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Explains babysitting responsibilities.		
Demonstrates ability to help mother care for infant.	Enroll student in a babysitting course.	
Recognizes the importance of prevention and care of disease.	Have a class discussion on safety needs and child care.	

MONEY MANAGEMENT
Level 2
A. Earning Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Names jobs for which payment is made.	Have student collect ads in local newspaper, collect data on pay for each job.	
Names jobs for which payment is not made.	Construct a poster of community volunteers.	
Recognizes that job must be completed to earn money.	Have a class discussion: "Why volunteer?" List jobs done in class; discuss why.	Managing Your Money. Your World of Money.
Identifies coins and paper money.	Have student count change with larger number of coins, etc.	Money Math. A Course in Coins.
Writes money amounts of increasing difficulty.	Have student collect empty containers with labels and price; enter prices on shopping list provided.	
Translates amount to calculator.		

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Where to Buy		
The student:		
Identifies places where goods or services can be bought.		
Using various means, locates items for purchase, e.g. newspaper, telephone directory.		
Calculates estimated costs of familiar articles in school and home.	Play game: have individual students guess cost of well known objects. As a class activity, list estimated cost of items on poster; show actual price under. Compile checklist of common items; have student indicate what is affordable and what is not. Have a class discussion on personal experience with spending money.	
2. How to Buy		
The student:		
Equates cost of wanted item with available money.	Use role play: store; give exact money.	Your Family and Its Money.
Develops and utilizes simple budget (weekly).		Budgeting series.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Recognizes that there are different methods of payment, e.g. cash, cheque, credit.		
3. What to Buy		
The student:		
Recalls essential and non-essential items for basic living needs.	Have class discussion on "Things we could do without". Compile checklist: have student indicate things needed and items not needed. Use role play: "Pretend you are going camping. What do you really need?"	
4. When to Buy		
The student:		
Demonstrates understanding that prices for familiar items vary from time to time.	Make a list to record how much each student paid for candy, etc. List places where candy can be bought; have class visit and compare prices. Have student visit store; locate and record items and prices of unadvertised specials; calculate savings, if any.	

MONEY MANAGEMENT
Level 2
C. Saving and Borrowing

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student: Saves own spending money for special purchase. Names places where money can be saved. With assistance, opens a savings account.		

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates a variety of movement combinations: - throwing and catching - kicking and running - striking in a direction - throwing and dodging - ball handling and running - running and jumping - run and kick an object - start movement on cue - listen, move, freeze and balance - collapse, roll - rest and relax. Note: This list is not meant to be all-inclusive.	Use the following activities: - bean bag in circle - target toss - hit the bucket - over the net - keep it up (ball) - kick and chase - push ball relay - bat ball - scatter dodge ball - relays involving ball handling. Whenever possible integrate the student into the regular physical education program.	Teaching Your Wings To Fly. Until the Whistle Blows. Vos. I & II.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates ability to participate in a variety of activities: - jumping activities - relays - gymnastics - tether ball - bowling - bicycling - team dodge ball - hanging activities - folk dancing - swimming - skating Note: This list is not meant to be all-inclusive.	Provide opportunity for the student to participate in various games and activities.	Creative Games for Learning.

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES
Level 2
C. Social Skills Related to Games and Activities

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates respect for property of others.		DUSO Kit - D1.
Practises socially acceptable behavior.		Focus on Self Development, Stage One: Awareness; Stage Two: Responding.
Demonstrates knowledge of dress appropriate for various activities.		Becoming Yourself, Unit 1.
Demonstrates ability to resist group pressure.		
Demonstrates knowledge of the rights of others.		

LEISURE/RECREATION SKILLS
Level 2
A. Art

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Cutting, Tearing Fastening		
The student:		
Cuts a definite shape with blunt scissors.	Provide opportunity to practise cutting, tearing definite shapes.	General Resources: Creative Art Tasks for Children, Art Box, Easy Crafts for the Classroom, Create, Your Art Idea Book, Scrap Craft, I.P.A. Manual, 1980, Trash Can Toys and Games. Recipes for Arts and Craft Materials.
Cuts or tears free geometrical or representative shapes.	Use paper or metal foil; have student cut or tear pieces to form murals or mosaics. Have student make useful articles such as folders, booklets and greeting cards. Provide opportunity to look at man-made geometric shapes.	
Arranges and fastens string and/or yarn on to flat materials.		
2. Constructing		
The student:		
Utilizes a saw, file, hammer, nails and glue in constructing with wood and other materials.	Use a milk carton, paper cups and boxes; have student make holiday ornaments by folding, cutting, twisting.	
Sews, laces, and ties parts together.	Have student build play articles from boards, blocks, cartons, cans, boxes, spools, and any other materials available.	
Does paper mache sculpting.		

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
3. Drawing and Painting		
The student:		
Uses paints, crayons, or chalk on various papers to express reaction to people, play, home, school and neighborhood.	Have student draw on wet paper with chalk; make silhouettes.	The Craft Centre.
Makes imaginative pictures with opaque water colors on large paper with a large brush.	Have class look at pictures of artists who have shown imagination about people, places and things.	
4. Modeling		
The student:		
Demonstrates ability to model object using firing clay, e.g. pinch posts, beads.	Have student make color beads with various glazes.	
With assistance, joins coils or slabs of clay together.		
5. Print Making		
The student:		
Demonstrates ability to print with sticks on a variety of media.	Have student print on wrapping paper, cards, cardboard, etc.	
Demonstrates ability to make a design and use it to print with.	Have student glue cardboard, sponges, etc. together.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates ability to overprint layers to achieve levels.		
Demonstrates ability to print in other medium, e.g. stencil printing, mono-printing.		
6. Weaving and Stitching		
The student:		
Adds texture, color or pattern to drawing on paper with outline stitch or other related stitch.		
Enriches paper construction with plaiting, knotting and stringing for surface texture and for function of attaching parts.		
Mounts his own pictures in stitches carefully and takes home.		
Weaves, using simple looms.		
Makes simple objects/ designs in macrame.		

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Listening		
The student:		
Recognizes contrast in sound and repeated notes.		Music for Special Education.
Begins to distinguish between string and percussion instruments.		Reaching the Special Learner Through Music.
Begins to recognize male and female voices.		
Builds repertoire of folk tales.	Give enough guidance for student to guess title, story or mood.	
2. Singing		
The student:		
Expands knowledge of rote songs.	Use folk songs, action songs and number games.	
Demonstrates awareness of dynamics: loud, soft, fast, slow.	Use simple dramatic songs.	
Demonstrates good singing habits.	Have student sing work songs.	
Begins to perform before an audience.		
3. Playing		
The student:		
Demonstrates ability to play two or three notes and tonal patterns.		

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student: Demonstrates increased ability to use rhythmic instruments.		
4. Rhythmic		
The student: Associates basic rhythmic activities with appropriate music.		Dance Movement Experiences.
Demonstrates recognition of tones of varying length.		
Participates in rhythmic experiences, e.g. folk dancing.		

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates relaxation, concentration and trust of self and others.	Use small group activities, puppetry.	Creative Dramatics for All Children.
Demonstrates body movement in a variety of situations (non-directed).		Creative Dramatics.
Identifies environmental stimuli to the senses.		
Uses imagination to help characterization.		
Demonstrates ability to communicate meaning by altering voice and speech patterns.		
Demonstrates ability to give speech or language to major characters.		
Demonstrates ability to imagine simple situations for characters.		
Demonstrates knowledge about what creates a character, e.g. actions, appearance.		
Demonstrates knowledge that scenery, lighting and costumes affect action of story.		
Gives critical non-verbal responses to presentation.		

D. Crafts and Hobbies

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Engages in the following activities according to interests and abilities: - cardboard construction - plaster of Paris - copper crafts - paper mache - puppets - hooked rugs - weaving - stitching - tile bead coasters and mats - models (commercial kits) - clay modeling - painting - planting seeds and rearing plants - color picture taking - macrame - pet care - collections (stamps, cards, insects, etc.)	Provide opportunity for student to express own creative ability.	
NOTE: This is not intended to be an all inclusive list		

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
Level 2
A. Home and Family

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies members of extended family by name.		
Identifies members of extended family by role.		
Identifies ways in which extended family is unique.		
Demonstrates knowledge that family life differs in rural/urban settings.		
Assumes responsibilities within the family.		Home and Family.
Assumes responsibility for personal property.	Establish routines in class to deal with care of desk, locker and personal belongings, e.g. clothing, P.E. gear.	
Assumes responsibility for own behavior.		
Identifies factors which cause change in families: moving, illness, alcoholism, disability.		TABA Program in Social Science. Family Value.
Identifies functions of community helpers.		

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
Level 2
B. School

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies classmates and majority of staff members with whom he deals.		
Identifies classmates and majority of staff members by role.		
Accepts responsibility for personal and public property.		
Demonstrates respect for the personal property of others within the school.		
Discusses reasons for school rules.		
Responds to authority in the school.		
Responds to elected authority in the school.		

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Defines a community.		
States the name of his town or city, province and country.		
Identifies and explains the symbolism in the Canadian Flag.		
Identifies common city or town facilities, e.g. historical park.		Working for Canadians.
Visits a local recreation facility.		
States the purpose of common city or town facilities, e.g. swimming pools.		
Demonstrates awareness of cultural differences within own city or town, e.g. Western Indian, Eastern Indian.		
Demonstrates awareness of city or town rules and laws, e.g. pedestrian rights.	Have a class discussion on the need for laws.	
Identifies cultural differences within own community.		

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Recalls major news events from media.		
Gathers basic weather information.	Set up a daily weather condition chart to be looked after by assigned students.	
Recalls daily weather report.	Have student make simple weather prediction based on current weather reports.	
Selects a radio or television newscast.	Have student make a list of the television shows he watches.	
Identifies weather as an event beyond personal control.	Have class write a simple classroom newspaper (draw pictures in lieu of writing, use photographs).	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Ecology		
The student:		
Classifies related species.		Alberta Fish and Wildlife posters.
Classifies plant material on two or more dimensions.		ESS/Special Education (activities).
Demonstrates some knowledge of laws dealing with animal care, e.g. pet licensing.		
Assumes responsibility for the care of a living organism.		
Recognizes and appreciates man as a builder of the world of nature.	Take student for a walk around the neighborhood and have him examine or observe such modifications to our environment as: - paved roads - sewer systems - boulevard trees - fire hydrants - weed-free lawns - insulated houses (storm windows) - evidence of house heating (chimneys).	Outdoor Education Handbook, K-7. Government Environmental Resource Materials Guide.
2. Natural Phenomena		
The student:		
Predicts weather from sky conditions/descriptions.		

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
States how weather affects daily life.		
States characteristics of each season.		
3. Energy		
The student:		
Demonstrates knowledge of alternate energy sources, e.g. wood burning fireplaces, solar heating.	Discuss that as fuel and other forms of energy become scarce the cost goes up.	
	Ask students to discuss the cost of electricity and other utilities with their parents.	Science Experiments You Can Eat.
Recognizes the need to modify climate by such techniques as heating houses or clothing.	Teach student to adjust a thermostat.	Living Well in Times of Scarcity.
	Use an unfinished garage to show methods of insulating a building.	
	Visit a neighborhood pet shop to relate environmental controls (aquarium heaters) to man's efforts along this line.	
Demonstrates awareness that the energy used to heat his home and provide other utilities costs money.		Energy Conservation Cut-outs. Utility and gas bills.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
4. Pollution The student:		
Demonstrates awareness of a variety of environmental considerations, e.g. while walking, riding various vehicles.	Have student prepare a list of environmental features to watch for on his next car ride (pollution bingo). Include: - litter barrel - no loitering sign - a very noisy truck or car - a campground garbage can, etc. Have a class picnic at a nearby park or roadside campground. While at the site teach student the basics of good use of the facilities, e.g. leave the ground unlittered, replace the wood supply, no cutting of wiener sticks, proper toilet practices. Take field trip to airport and discuss pollution resulting from air travel.	
Selects one field of work that is related to pollution control.		
Recognizes those aspects of his world that are related to preserving his environmental safety.	Discuss that, in a city, the removal of man's waste materials is carried out by special people and special equipment or systems.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
5. Conservation		
The student:		
Demonstrates knowledge that conservation through wise use saves money.	Have student make a small poster to remind people at home to turn out the lights when leaving a room.	Living Well in Times of Scarcity.
	At home, have the student monitor the thermostat to ensure that it is turned lower at night when the family sleeps.	
Demonstrates knowledge that proper insulation in a home can save on fuel costs but may require an initial expense.	Have student examine the insulation used in his attic and explain how it saves heat loss just as a blanket on the bed keeps him warm.	Sample insulation materials.
Demonstrates knowledge and appreciation for the use of energy saving modes of travel, e.g. bicycle, public transport, walking.	Have a class discussion about the concept of a car-pool to show the need for different attitudes on the part of our citizens in regard to energy consumption.	
Given a choice of two equal products opts for the one with fewer negative environmental effects.	Play a game which requires consumer awareness on the part of the student. For example: "Which of these two soft drinks would you buy?" Teach the student to select the refundable bottle over the no-refund container.	
	Study the ice cream cone as an example of a very energy efficient container which is easily disposed of and which serves its purpose well.	A Citizen's Handbook. On Waste Management and Recycling.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:	Demonstrate and discuss that some products come in two, three, or more separate packages: the first may be a plastic bag to hold the product and keep it dry, the second may be a tin or foil wrapper for appearance through a box window; the third may likely be a box to hold the others; the box may be wrapped in cellophane. Explain that environmental concerns lead a wise consumer to select less wasteful products.	The Garbage Book: How to Save Energy and Money by Throwing-out Less. Garbage Gus Poster. Eco - A Handbook of Classroom Ideas to Motivate the Teaching of Elementary Ecology.
6. Safety The student:		
Selects essential equipment for carrying when outdoors, e.g. pocket survival kit when camping.	Give student a small container that will fit into a pocket. Tell him to pack in it only those items that he would most need if lost for a time in the woods.	
Demonstrates knowledge of water-safety rules.		
Demonstrates knowledge of fire prevention methods.		
Practises safety rules that apply to the outdoors.		

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Recognizes people in positions of authority in parks, campsites, and public outdoor centers, and demonstrates awareness of their ability to help in emergencies.	Invite a park warden, lifeguard, etc. to tell the class about his job and show various uniforms.	
Demonstrates a basic awareness of first aid for minor injuries, e.g. nettles, insect stings, small cuts, minor burns.	Use or modify the Red Cross or St. John's program to assist the class in this study. Use actual hands-on practice on simulated injuries to make the response more automatic and train students in gentle handling of injuries.	Red Cross materials. St. John's Ambulance materials.
Demonstrates ability to go to appropriate locations if caught in inclement or potentially dangerous weather.	Show student what to do if caught in bad weather; show the "Block Parent" sign and program.	

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 3
A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Personal Characteristics/Self Identification		
The student:		
Identifies extended family relationships.	Have student construct a family tree.	
Identifies self from descriptions by others with regard to physcial characteristics and behavioral characteristics.	Have class write descriptions of classmates and have students try and identify themselves.	
Identifies or describes: - increasing number of interests or preferences - abilities or talents - physical limitations.	Make a poster entitled "Things I Like to Do!" Give positive suggestions on how to strenghten areas of of personal limitations.	
Recognizes ways in which people vary in areas of strength, weakness, interests.	Have student interview people regarding likes, dislikes, strengths, and weaknesses. Have class describe personal qualities that help people to be accepted or liked, e.g. dependability, courtesy, skills, willingness, cheerfulness. Have student identify personal characteristics that are liked by others or that he would like to develop.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student: Distinguishes between fantasy and reality with regard to aspirations, planning for a variety of vocations.		
2. Physical Self The student:		
Interprets and categorizes sensory input with increasing ability.	Use open-ended statements: "One sound I like to hear is ....." "Two things I saw today were ....." "The first thing I taste in the morning is ....." Make a list of sounds, smells, etc. that warn people to be careful.	
Identifies physical changes resulting from growth and development, and demonstrates awareness of their universality, e.g. height, weight, body hair, voice change.	Have class construct a mural depicting life from birth to death.	
Identifies physical sex changes and feelings arising from awareness of sexuality.	Have student write a poem entitled "I Used To Be But Now I Am".	Innerchange, Unit 12. What's Happening to Me.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Behaves in an age appropriate manner with respect to sexual behavior.	Have a class discussion on the kinds of sexual behavior that are appropriate/inappropriate in relation to age and place.	
Identifies the effect of physical differences, e.g. size and strength.		Innerchange, Junior High. Lifeline Materials (Sensitivity, Consequences, Point of View).
Indicates which physical characteristics can/cannot be changed, e.g. hair color, eye color.		
3. Emotional Self		
The student:		
Identifies increasing number of emotions in self and others with increasing skill; recognizes mixed emotions or changing emotions.	Show pictorial material illustrating facial expression; have student indicate how the person is probably feeling and identify the cues which determine this.	
Distinguishes between degrees of emotion, e.g. pleasant-ecstatic.	Make a bulletin board display entitled "I Have Feelings", using pictures from magazines and newspapers that show people displaying various degrees of emotion.	

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 3
A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates increasing awareness of causes of emotional reactions.	Use directed discussion, e.g. "I felt like this, so I did this". Make a "Happiness Is ..." or "Sadness is ..." booklet; have student contribute drawings or illustrations that make them feel happy or sad.	I Hate to Read Series.
Recognizes the relationship between emotion and behavior.		Innerchange, Unit 31. Magic Circle. Toward Affective Development. Focus on Self Development: Involvement, Family Life, You. Today's Teen Series: Discovering You, Decision Making, Relating to Others. Activities for Developing Self Awareness: Self Awareness, Career Awareness. Lifeline Materials: Sensitivity, Consequences, Point of View. Conflict Management.
Recognizes and categorizes the cause of stress in self and others, e.g. threat, conflict, frustration.	Have student complete unfinished sentences: "I get angry when ..." "I feel frustrated when ..." "I feel threatened when ...".	

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 3
A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies and discusses appropriate ways of dealing with stress.		Innerchange, Units 2, 17, 25, and 29.
Demonstrates increased skill in expressing emotions appropriately with regard to: - situation - intensity - relationship.		
Demonstrates increased coping strategies in controlling emotions in a variety of settings: - handling positive and negative feelings - handling ambivalent feelings.	Have class role play various situations, e.g. giving praise, arguing.	
Recognizes and avoids potentially provoking situations in familiar surroundings.	Use role play, drama; have class discuss pictures.	

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 3
B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Needs and Motivations		
The student:		
Distinguishes between long and short term goals.		Innerchange, Unit 24.
Identifies human needs which are physical and those which are emotional.	See Social Roles: Need to belong to groups, types of groups, group pressure.	
Sets personal goals.		
Identifies personal needs existing at the present, e.g. independence, competence, acceptance, protection.	Have a class discussion on different ways of meeting needs, human independence, etc.	Innerchange, Unit 7.
Identifies ways in which personal needs can be met: - by himself - by others.	Have a class discussion on ways in which people rely on one another, and how people have differing feelings about being dependent on other. Make a list of feelings about helping others.	
Identifies ways in which he can meet the needs of others.	Have student identify situations where it might be best NOT to help others; compile a list of activities that are best done with others and those best done alone; discuss reasons for choices.	Innerchange, Unit 8 and 9.
Recognizes situations in which the needs of self and others may come in conflict.	Have class relate situations where people feel embarrassed, afraid, lonely, angry, in need of help. Start with fictional accounts, relate to personal instances as students are ready.	Innerchange, Unit 4, 10, 11, 17, and 27.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies ways of coping with conflict situations.	See 4, Problem Solving and Decision Making. Provide risk taking exercises. Role play conflict situations to identify coping strategies.	Innerchange, Unit 18, 19, and 36.
2. Factors Affecting Relationships		
The student:		
Recognizes that age and status differences affect the ways in which people relate to one another.		
Indicates how age and status differences affect: - child to adult relationships - child to child relationships - adult to adult relationships - boy/girl relationships.		
Recognizes that the degree of intimacy affects the ways in which people relate to one another and indicates these.	Use directed discussion: "My mom lets me ..." "The teacher lets me ...".	
Recognizes that sex affects the ways in which people relate to one another and indicates these.	Have a class discussion on dating, appropriate behavior, basis for dating.	Innerchange, Unit 37 and 38.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Categorizes behaviors, attitudes, interests as "masculine" and/or "feminine".	Discuss behaviors, interests, activities that are masculine/feminine or shared by both, give examples of exceptions.	Innerchange, Junior High. Toward Affective Development. Focus on Self Development: Involvement, Family Life, You. Today's Teen Series: Discovering You, Decision Making, Relating to Others. Activities for Developing Self Awareness. Lifeline Materials (Sensitivity, Consequences, Point of View). Conflict Management
3. Handling Social Interaction a. Expressive Communication Skills		
The student:		
Demonstrates increasing skill in using different communication modes.	Provide practice in oral language: - reporting news items - giving simple directions for making something, getting to a particular place, etc. - telling jokes and stories.	

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 3
B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
	Provide practice in use of telephone and its services for social and business purposes.	
States/lists advantages and disadvantages of different types of communication; identifies situations in which a specific type of communication is appropriate.		
Demonstrates some proficiency in more formal types of communication: debate, discussion, meetings, interviews.		
Communicates effectively with others.	Have class parties, open house.	
Identifies a wider number of blocks to communication, e.g. putting down, dominating, judging, plus those in Level 2.	Have class listen to and discuss taped conversations.	
With increasing accuracy ascertains whether the message he is trying to communicate is understood.	Use role play, asking for feedback.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Communicates: - a wide range of feelings with increasing accuracy - mixes or ambivalent feelings.	Use open-ended sentences: "I always make up my own mind about ..." "If I had a choice, I would ..." "When I cna't do something, I ..." "It is hard for me to make a decision about ..." "Talking about a problem is ...".	Magic Circle. Toward Affective Development. Focus on Self Development: Involvement, Family Life, Manners. Activities for Developing Self Awareness. Lifeline Materials: Sensitivity, Consequences, Point of View. Conflict Management.
b. Receptive Communication Skills		
The student:		
Demonstrates use of different types of listening for different purposes: passive, appreciative, attentive, analytical.	Have students listen for different purposes using a variety of media: - stories - films - filmstrips - television.	
Listens/attends in increasingly complex instructions with comprehension.	Provide guidelines, number of directions.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The students:		
Separates fact and opinion.		
Identifies feelings of speaker.	Have student listen to tapes, speakers, class members and discuss how people may have been feeling.	
Lists behavior which indicates feelings of speaker.		
c. Problem Solving and Decision Making		
The student:		
Demonstrates understanding of the terms: - problem - decision - consequences - solution.	Present students with problems. Role play negative and positive approach to solving interpersonal problems suggested.	
Applies the steps of problem solving to new and personal experiences with minimal supervision.		
Demonstrates an increased awareness of how problems are caused.		
Demonstrates increased awareness of possible consequences of decisions.		Innerchange, Unit 22.
Demonstrates ability to evaluate most appropriate solution.		

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Recognizes: - choice-points in personal life - the fact that a decision has to be made - that accurate and complete information base aids in appropriate decision making.	Present a specific situation and have student decide whether to conform in order to achieve acceptance or risk exclusion.	Innerchange, Unit 23.
Demonstrates increasing ability to: - identify conflict situations - apply constructive conflict management techniques with increasing independence: compromising, threat-free explanation, distracting, abandoning, exaggerating, humor.		Interchange, Junior High. Toward Affective Development. Lifeline Materials: Sensitivity, Consequences, Point of View. Conflict Management. Focus on Self Development: Involvement, Family Life, You. Today's Teen Series. Activities for Developing Self Awareness.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
4. Rules and Routines		
The student:		
Identifies rules of behavior in a variety of familiar situations, e.g. field trips, parties, sports activities.	Have student write out rules for field trips, parties, etc.	
Follows rules of appropriate behavior in a variety of situations.		
Formulates routines/rules for familiar situations and identifies consequences.	Have student write rules for classroom.	
Identifies ways in which rules made by others may be modified, e.g. voting.		
Identifies the need for rules, even when consequences are not automatic.		
5. Social Roles		
The student:		
Identifies roles associated with the community.	Have student write a report on a "Community Helper"; list the qualities of a good leader.	
States/lists some of the characteristics of these roles, e.g. adult, child, girl-friend, customer, various work-related roles.	Have a class discussion about group roles, team work. Make a list of groups to which people belong and have student determine which type of group different people need to belong to.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
	Have a class discussion about how belonging to a group fulfills a personal need; how student feels about being excluded from a group because he does not conform in some way; possible reasons people are left out of groups.	
	Have a discussion on how people often conform to group pressure in order to be accepted; pressures that can be brought to bear, e.g. dating, betting.	
Recognizes the difference between official and unofficial roles, e.g. president vs. friend.	Make two charts: one for official and one for unofficial roles; list expectations of roles associated with these two categories.	
Recognizes that a given person may assume several roles at the same time, e.g. student, cub leader, child.	Have student make a collage depicting a variety of activities he has been involved in during the period of a week.	Innerchange, Junior High. Magic Circle. Toward Affective Development. Focus on Self Development: Awareness Manners. Family Life. Activities for Developing Self Awareness. Lifeline Materials: Sensitivity, Consequences, Point of View.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
6. Values and Social Expectations The student:		
Demonstrates understanding of the relationship between social customs and values.		Innerchange, Unit 26.
Determines a person's values from his goals, interests, attitudes, feelings, activities, problems, aspirations, beliefs.		
Demonstrates increasing awareness of personal values by stating what he would do in a given situation, and explaining why.		
Recognizes some alternative behaviors which others might engage in the same situation, e.g. have a date but no money.		
States simple rules and recognizes the breaking of these, e.g. golden rule, school class rules, rules for games (see Rules and Routines).	Compile posters with class rules. Make chart indicating students who follow the rules; provide checklist, gold stars.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student: Demonstrates some understanding of the relationship between moral values and laws, e.g. justice, freedom, equality, responsibility, honesty. Demonstrates the need for protection of self and property.		

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies and demonstrates understanding of an increased range of safety and traffic laws, including highway and civic laws for vehicles.	Obtain copies of local and provincial codes.	International Traffic Signs.
Travels independently beyond the community.	Set up city wide trips in city/town using transit or bus facilities, with as much student independence as possible.	Motorcycle Safety.
States the advantages and disadvantages of a broader range of modes of travel, e.g. walking, cars, bicycles, trains.		

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Performs basic maintenance practices on personal vehicles: tire pressure, tire changes, grease and oil.	Have student work on actual vehicles if possible; visit garages with class.	
Demonstrates ability to use a variety of maps.		How to Read a Map.
Demonstrates knowledge of map symbols.	Have student make a map of school and neighborhood.	How to Read a Schedule.
Plans trip itinerary.		
Identifies alternate routes to unfamiliar places.		
With assistance, reads and uses a variety of transportation schedules.		
Demonstrates appropriate behavior and knowledge of rules.		
Identifies agencies that help travellers, e.g. AMA, RCMP, local police.		

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates expanded knowledge of the four basic food groups and role of nutrients for growth, health and energy.		
Identifies foods that are not healthful (junk food).		
Recognizes that coffee, tea, tobacco and alcoholic beverages are not healthful.	Make a list of substitutes for coffee, tea and alcoholic beverages. Show filmstrips, slides and have class discussion.	
States/lists ways of selecting proper food.	Have student do comparison shopping, using newspaper ads.	
States the importance of a balanced diet.	Have a class discussion about and make charts of calorie intake.	How a Hamburger Runs Into You (film).
States the dangers of unsupervised dieting.	Have student keep a record of daily calorie intake; discuss in class.	Diet for a Small Planet (film).
Identifies symptoms of nutritional deficiencies.	Have student bring pictures of nourished and undernourished children.	Food For Health; Food For Life (films).
Practises good nutrition.	Have class compare and discuss.	
Explains importance of hygienic practices in food preparation, etc.		

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates knowledge that eating places must meet health standards.	Have student visit actual eating place and evaluate whether it is sanitary or not.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Knowledge of Body The student:		
Names major body organs.	Have class enumerate and discuss. Use models.	
Demonstrates understanding of function of major body organs.		Films: Digestive System; Fundamentals of the Nervous System; Heart of the Circulatory System; Heart, Lungs, and Circulation; Heart - How It Works; How Your Blood Circulates. Models: Skin; Respiratory Organs and Heart; Digestive System.
Demonstrates understanding of process of reproduction, e.g. menstruation, seminal emissions.	Show films, slides, filmstrips. Have a "Question Box" or "Mystery Box" for students to drop questions in.	Materials from Department of Public Health.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
	Invite specialists: school nurse, gynecologist and obstetrician.	Films: Egg and Sperm, Teenage Pregnancy, What Happens Inside, Getting Ready for the New Baby.
2. Care of Body		
The student:		
Practises body cleanliness independently.	Invite or have student interview dentist, skin doctor, general practitioner, nurse, dental hygienist and cosmetologist concerning fact and information.	Posters from Milk Foundation and Department of Public Health.
	Conduct a slogan and poster contest.	
	Have a discussion on the value of dental floss.	
	Conduct the red tablet test.	
	Have class act out a commercial of toothpaste or deodorant; make up advertisement.	
	Make toothpaste powder in class: - 1 tsp. salt - 2-3 tsp. baking soda - drop of oil or peppermint, wintergreen or cinnamon.	
	Have student collect ads; display and discuss with class.	Human Growth series.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Recognizes the importance of good grooming and cleanliness.	Use discussion and drama.	Slides: Many Faces to Beauty. The Problem - Acne.
	Show filmstrips, films, slides.	
Practises good grooming in daily life.	Invite or have student interview nurse, general practitioner.	
	Show films and discuss "Health Heroes".	
Recognizes need for varied activities, e.g. relaxation, recreation, rest, to maintain good health.	Invite Y.W.C.A., Y.M.C.A. personnel, noted athlete or sportsman/woman to speak to class.	
Practises physical fitness program.		The Physical Fitness Series - filmstrip.
Demonstrates knowledge when to seek medical attention.		
3. Drugs and Alcohol		
The student:		
Recognizes the difference between prescription/non-prescription and illicit drugs.	Invite or have student interview public health personnel, pharmacist, doctor for factual information.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student: Describes the physical effects of drug abuse. With minimal supervision, takes prescribed medication.		

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies places where medical assistance is available, e.g. hospitals, clinics, centres.	Take field trips. Invite resource person to speak to class.	Materials from Canadian Mental Health Association; Local Hospitals; Department of Public Health.
Demonstrates knowledge of role and function of community health workers.	Use role play and class discussion.	
Identifies community health agencies where services are available, e.g. counselling, drug abuse information, venereal disease information.	Invite or have student interview resource person from Alcoholics Anonymous, Alcoholism and Drug Abuse Commission, clergy, family counselling centres.	Materials from Alcoholics Anonymous; Birthright; etc.
Recognizes the importance of having a family doctor or dentist.		

SAFETY
Level 3
A. Home and School

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates understanding of dangers associated with areas and items at home and school.	Have students complete a list of dangers at home and how they can be prevented.	Health and Safety. Safety series.
Demonstrates knowledge of accident prevention methods.	Have students do a hazard analysis.	I.P.A. Manual (1980).
Follows safety procedures, e.g. fire, shop.	Have consistent routines regarding safety.	Shop Safety.
Demonstrates knowledge what to do in emergency situations.	Role play possible emergency situations.	
Demonstrates knowledge of first aid practices.	Simulate various techniques of first aid, e.g. burns, frost bite.	Red Cross materials. St. John's Ambulance materials.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates basic knowledge of accident prevention.		
Demonstrates increased knowledge of safety practices.	Make a list of all the devices and engineering features that can help reduce pedestrian accidents.	
	Have student bring newspaper accounts of accidents and discuss how they could have been prevented.	
	Create appropriate dramatization that might be put together for presentation to the whole school.	
	Prepare a radio or television skit to explain safe practices.	
	Visit a busy intersection and have student record number of common violations.	
	Review and study traffic regulations with emphasis on pedestrian and bicycle safety.	
Demonstrates ability to utilize community emergency services.	Visit and discuss different agencies that contribute to community safety.	
	Take a field trip.	
Administers basic first aid.	Demonstrate; invite resource person; conduct simulated activities.	

SAFETY
Level 3
C. Recreation

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates knowledge how to prevent accidents in various recreation areas, including hunting and camping areas.	Use role play. Show movies, filmstrips, slides. Demonstrate, have class discuss and dramatize. Stage a poster and slogan contest. As a class undertake a specific improvement project.	
Practises safety rules.	Draw up a code of behavior to observe in different recreational areas. Create skits that reveal appropriate and inappropriate behavior in different recreational areas. Use lectures, speeches given by safety officials. Make a chart which clearly shows the do's and don't's in different recreational areas. Plan a recreational trip with the class.	
Demonstrates ability to utilize emergency services.		

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Use of Tools and Equipment		
The student:		
Selects and uses appropriate tools for a specific project.	Take field trip to hardware store to examine and select tools; to household department to examine and choose tools.	Shop Safety. Films on use of tools. I.P.A. Manual (1980). Young Homemakers' Series.
	Give a recipe and have students, working in groups, collect all utensils needed to prepare it.	
	Choose a variety of projects within student's capabilities. Have student choose one and complete.	
Follows the rules of organization and care of tools and equipment, e.g. vacuum cleaner, power tools.	Demonstrate and have a class discussion about storage of tools and equipment. Label storage areas.	
2. Following Directions		
The student:		
Follows relatively complex set of directions.	Give clear and concise verbal and written directions.	Kids in the Kitchen. Cook and Learn. A Special Picture Cookbook. Deal Me In. Following Directions. Careers - Fun Task Cards.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies person in authority in specific work situations.	Have a class discussion about the role and responsibility of a foreman.	
Accepts supervision in specific work situations.	Do group projects: select one student to head group (foreman). Have each student take this position in turn.	Work Experience Education Handbook.
3. Decision Making		
The student:		
Makes appropriate decisions in work situations, e.g. quality of work done.	Prepare checklists. Have class discussion about acceptable work standards; have students judge samples of work and discuss ways to improve. Show films and have class discussion about decision making.	
4. Independence		
The student:		
Demonstrates ability to perform satisfactorily in unfamiliar work situations.	Have student assist in library or school office. Explain tasks before student goes and assess performance afterwards.	

WORLD OF WORK
Level 3
B. Career Planning and Exploration

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Why Work?		
The student:		
Recognizes that people are paid according to the job done.		
Develops awareness that working for a salary brings independence.		
Demonstrates knowledge that satisfaction results from task/job completion.		
2. Job Awareness		
The student:		
Develops knowledge of variety of jobs/careers available.	Construct large scale map of the community. Have student locate some of the major local industries and important products produced.	Maps and lists of local firms and services.
	Have student cut out pictures from local paper illustrating different jobs; display.	
	Have resource people from business industries, unions and Chamber of Commerce visit the classroom.	Jobs From "A to Z". Work for Everyone.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
	Makes a list of jobs; have student classify in various ways: - service and non-service jobs - part-time/fulltime - jobs that interest him and those that do not - those jobs available/not available locally.	The Job Box Vocational Resource Module F. Career Awareness Book Bags. I'm Going to Work. The Long Hair Men (film).
Demonstrates understanding that jobs require different skills.	Have a class discussion about differences between above categories; arrange cut out job pictures according to these headings.	
	Develop and display vocabulary list about unskilled, part-time experience, etc.	
	Develop list of jobs; have student classify into: - unskilled, skilled, semi-skilled - according to training/no training.	Getting a Job. The Job Box. I Want a Job. You and Your World. Service Occupations. Stories About Workers.

WORLD OF WORK
Level 3
B. Career Planning and Exploration

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Develops knowledge of requirements for particular job/career.	Have student collect and display local job ads; under each write clearly details of requirements.	
	Have student collect job brochures and research specific requirements.	Canadian Classification Dictionary of Occupations. Career Search.
Explores careers through practical experience.	Use work study/experiences (see Special Education Handbook).	
3. Job Demands		
The student:		
Demonstrates good work habits.	Play a "What if ..." game, e.g. "What if we built a house and the windows were left out, the water well was not checked.:	Positive Attitude Posters. Positively Fun. Courtesy in the Community.
	Demonstrate steps to correct negative work habits; give examples of each.	
	Compile list of reasons why an employee could be fired, e.g. lazy, dishonest, unreliable, disloyal.	
	Have a class discussion on ways in which present work habits will be helpful in a job.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
	Use recognition techniques such as awards, free time passes, bonus points and constructive discussion of good work habits.	
	Have class collect and display Workmen's Compensation Board posters on work attitudes, e.g. "If you work to fool around join the Circus"; "Horseplay can hurt".	
Demonstrates positive attitudes towards work.	Use simulated activities: submitting to authority, working without supervision.	
	Have a class discussion about the importance of correct attitudes, e.g. willingness to work, dependability, initiative.	On the Job. So You Want a Job, Eh! The Nature of Work. On the Job.
	Make a poster to display good worker words and phrases, e.g. honest, keen reliable.	Positive Attitude Posters. How to Hold Your Job.
	Have a class discussion: why work; list reasons provided other than money.	
	Show films showing effects of good and bad attitudes on job placement, etc.	
	Occasionally alter class routine to see if students adjust; discuss problems.	

WORLD OF WORK
Level 3
B. Career Planning and Exploration

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Arrives on time for school/work.	Have student keep a time card and record for reporting and checking out-of-school activities.	
	Have student examine time clocks and see how they are used.	
	Have class calculate loss of wages through lateness, given hourly rate.	Keep up the Good Work.
Completes most tasks assigned in various areas at home, school and on the job.	Make posters which illustrate tasks that have to be done over different time periods, e.g. "Each day we ...", "Each week we ...".	
	Have each student keep a check list. Check after a day, a week, etc., to see if assigned jobs were completed.	A Good Worker.
	Obtain parental approval to record chores to be completed at home on check list.	Getting Ahead of Your Job.
Demonstrates good listening habits.	Develop oral comprehension skills. Read story suitable for level and ask basic who, what, where, when and why type of questions.	On the Job. Stories About Workers. How to Hold Your Job. World of Work Series: Getting a Job.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates ability to communicate effectively with people at school and on the job.	Use simulation to develop skills which enable students to demonstrate the difference between advice, orders, and requests. Have a class discussion, e.g. "Perhaps you should ....."; "Will you ....."; "It might be nice if .....".	
Develops awareness of job routine.	Make a chart to show school routines. Have student study jobs involved and work out routines.	The Job Box.
Travels to work/school independently.	Have a class discussion about work study locations.	
Demonstrates knowledge of qualifications required by a job.	Have class collect ads and sort jobs into those that need: - no qualifications or experience - experience - qualifications. Use local and regional newspaper, manpower ads and announcements.	Part-time jobs.

WORLD OF WORK
Level 3
B. Career Planning and Exploration

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Reads at level appropriate to work study requirements.	Compile spelling list of functional words related to work. Take a pre/post test.	
	Have students collect and read ads; work in pairs to check correct reading.	
	Visit Manpower office. Have student read job cards.	Help. Telephone Directory. Forms in Your Life. 40 Letters to Write. Sign - Survival Poster. Sign-A-Mite. English for Adult Living.

WORLD OF WORK
Level 3
C. Finding a Job

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Awareness of Personal Abilities and Interests		
The student:		
Identifies jobs/careers which may be of interest to him.	Provide job descriptions involving: - full time/part-time - day/night shift - working with people or machines.	Service Occupations. Our World of Work. Looking into the Future. Work for Everyone.
	Measure student's interest in career fields with an interest inventory.	Picture Interest Inventory Help! Social and Prevocational Information Battery.
	Have a discussion about student's hobbies if relevant to World of Work, e.g. babysitting, helping on the farm.	Career Awareness.
Demonstrates knowledge that he can not do certain jobs satisfactorily.	Supply description of sample behaviors, e.g. anxious, patient, likes to work, loner. Have student check which applies to him (see Understanding Self).	
	Match jobs to these behaviors, e.g. childcare - patience, farmer - outdoors.	You Gotta Know Yourself.
	Under each ad collected from local paper have student indicate the following information: "Can I complete duties needed"; "Do I have the qualifications"; "Am I physically suited for the job".	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
	Have students compare duties, qualifications and physical limitations of the job.	
	Have students discuss how improvement of personal skills can be accomplished.	
	Have student complete questionnaire on skills and attitudes.	So You Want a Job, Eh! Me and Jobs.
Demonstrates knowledge of attributes he has that are important in the World of Work (see Understanding Self and Others).	Show films that stress qualities needed in a good worker.	Career Awareness: The Alternative. The Nature of Work. Service Occupations. Work for Everyone.
2. Awareness of Process		
The student:		
Demonstrates ability to use telephone in looking for a job.	Compile a list of ways the telephone directory could be used to find out about available jobs.	Help! Telephone Directory. Getting a Job.
	Have student locate and write phone numbers of employers for work study.	Using Community Resources.
	Compile list of phone "helps": - why phone (to get information, to clarify, to introduce, to explain - how to phone (speaking clearly, listening, note taking, asking to repeat if necessary) - who to phone (ask for specific person, remember who called or answered).	Real Life Reading. Real Life Reading and Writing On The Job.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
	Have a class discussion about possible problems that could arise if these helps are not followed.	
	Use role play: job related telephone calls made with different purposes in mind, e.g. late, sick.	
Demonstrates knowledge of how to use newspaper "help wanted" columns to find jobs.	Have student collect want ads from local newspapers for: - fulltime jobs - part-time jobs.	
	Have student collect, display, and locate jobs: - in own home town - in another geographical location. Use several different newspapers.	
	Compile list of jobs students might take as part-time work, after school, weekends, or during vacation.	
	Compile a file on part-time jobs available locally, using want ads.	
	Have student read and interpret all information in want ads.	
	Develop lists of words and abbreviations found in want ads; display on chart.	
	Have student write a want ad for any specific job; write a paragraph to answer a want ad.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
	Have a class discussion: "When to use the want ads". Include the advantages and disadvantages and compare with phoning or actual visit to personnel office.	Finding and Holding a Job. You and Your World. All About Jobs. Guide to the Community.
3. Personal Contact		
The student:		
Names person(s) who can assist him to get a job.	Have a class discussion about ways that part-time jobs have been located: by want ads, visit to work place or personal contact. Compile list of persons who could help to choose or get a job, e.g. friend, relative, teacher, parents. Use simulation: request help of person on the list. Compile list of help sought: openings, type of job, experience, etc.	
States ways in which personal contact will help him choose a job.	Have class compile list and discuss types of personal contact, e.g. persons known, visit to work place or use of public employment services.	The Job Book. Getting a Job.

WORLD OF WORK
Level 3
C. Finding a Job

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
	Compile list of how personal contacts will assist: - information about job openings - experience needed for the job.	
Demonstrates skills required in an interview.	Compile list of reasons why the job interview is important for employer and employee.	
	Compile list of questions and needed information relating to the job: - for employer (what job, times, pay, bonuses) - for employee (previous experinece, school programs completed, expectations).	
	Have student write a job data sheet; include name of job, name of supervisor, phone number of employer.	
	Have a class discussion about "How does the employer decide who to hire"; compile list.	
	Use role play; have students interview each other. Include all questions and obtain all needed information.	
	Have students compile a list of interview do's and don't's. Include punctuality, speech, conduct, manners, and dress.	Guide to the Community.

WORLD OF WORK
Level 3
D. Keeping a Job

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Responsibility to the Employer		
The student:		
Practises safety rules while on the job.	Have class collect safety posters (W.C.B.).	Attitude and Safety Posters.
	Compile a list of "safety" words seen at local work places, e.g. EXIT, DANGER.	Functional Words. Sign'Survival Poster Program. Sign-A-Mite.
	Have a class discussion about outcomes of not following safety rules. Draw cartoons to illustrate what happens if rules are not followed.	
	Compile a poster of rules for care of equipment. Illustrate and indicate monetary value of the tools and equipment.	Shop safety.
2. Knowledge of Work Habits		
The student:		
Practises responsible work habits, e.g. punctuality, courtesy.	Compile list of good work habits and their importance.	
	Compile list of negative work habits and provide reasons why these would be unacceptable.	
	Compile a "rating scale" and include items such as: listen carefully, work hard, be dependable. Have student rate his work habits.	

WORLD OF WORK
Level 3
D. Keeping a Job

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
	Play game; supply key word such as lazy, honest, late, and have students make up a sentence, e.g. "The lazy worker was fired". Have a class discussion about reasons why employers expect employees: - to be hard working - to be on time - to be honest.	
Explains how salary will be paid and what deductions may be taken from a pay cheque.	Compile word list; include payroll, cash, cheque, gross, deductions, payday, income, etc. Have a class discussion about being responsible for handling personal financial matters (see Money Management).	Working Makes Sense. Match for Citizenship.
Demonstrates knowledge of specific work skills demanded on the job.	Have student use basic set of tools to construct boxes/simple toys. Have student name tools and simple mechanical resources.	Task Analysis and Electronics Assembly Training Manual.
Participates in school organizations, clubs, etc.		Getting a Job. Legislation - Alberta Labor. Work Experience. Notch Series.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Recognizes that all people need to feel self worth and dignity.	Have a class discussion about how specific jobs help the community; use local examples. Have student write a paragraph on the importance of choosing a job that will make him feel he has some value to the community.	
Recognizes that there is human rights legislation.	Compile poster of work laws. Write title and brief description. Write list of work the student cannot do (under 18 years).	Resource data (rights, bills, etc.)

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Care		
The student:		
Demonstrates ability to clean clothing, e.g. launder washable items.	Take trip to laundromat and go through the process of washing clothes.	Clothing Care series. Clothing: The Visible Self. Exploring Homemaking and Personal Living.
Demonstrates ability to make necessary repairs, e.g. mending, darning, patching.	Make bulletin board of fabrics, illustrating type of garment. Take trip to store specializing in types of fabrics. Take trip to store to see sewing demonstration. Have student choose a garment to practise on.	
Interprets washing, cleaning and care labels on articles.		
2. Selection		
The student:		
Chooses clothing appropriate for work or leisure.	Take "shopping trip" by using a mail order catalogue; have student cut out articles that would fit him.	
Chooses style, color and design appropriate to individual.		
Defines concept of guarantee.		

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates ability to shop by use of catalogue.	Have student locate particular articles in catalogue.	
Demonstrates ability to color-coordinate.		
Demonstrates ability to contrast or compare articles, e.g. in catalogue.	Take field trip to stores and discuss different types of clothing prices.	
Demonstrates understanding of need for clothing (seasonal).		
Demonstrates understanding of clothing sizes.	Take field trip to store and discuss what would fit a particular student and what would not.	
Demonstrates ability to budget (see Money Management).	Take field trip to look at clothing stores and compare sale prices with regular prices.	
Distinguishes between quality and quantity.		
3. Construction		
The student;		
Sews simple garments.		
Selects appropriate patterns, materials, and accessories.		

HOME MANAGEMENT
Level 3
B. Food

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Shopping		
The student:		
Demonstrates ability to budget (see Money Management).	Have student classify and discuss kinds of foods, price lists of different markets, sale bills and examples of advertising.	
Explains the purpose and use of advertising; recognizes false advertising.		
Demonstrates knowledge of weights and measures used in food stores.	Use models for weights and measure, e.g. litres.	Alice in Consumerland.
Explains concepts of wholesale, retail.		
Recognizes relationship between price and value.		
2. Preparation		
The student:		
Demonstrates ability to use kitchen facilities in preparing meals.		Exploring Foods. You and Your Food.
Demonstrates ability to clean kitchen area after use.		
Demonstrates ability to plan menu, e.g. breakfast, lunch, dinner, snacks.	Have student make a scrapbook of menus.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Chooses a balanced diet.	Have student make a chart of diet, e.g. breakfast, lunch, dinner; then keep record of food eaten on a given day and check to see if it was well balanced.	Canada Food Guide. Department of Agriculture Materials.
Demonstrates ability to read and use recipes.		
Demonstrates ability to prepare menus for special occasions.		
Demonstrates proper methods of preparing foods at home, camping, commercially, to preserve food value.		Food Planning.
Prepares simple meals.		Planning Meals and Shopping.
3. Serving		
The student:		
Demonstrates ability to serve family and guests.	Have class plan and prepare a lunch at school and invite another class as guests.	
Demonstrates ability to serve on special occasions.	Have a class discussion on how to serve: - handling different plates - filling glasses or cups, etc. Show pictures of different centre-pieces and have student select appropriate ones for each type of table.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates appropriate etiquette in a variety of settings, e.g. meeting friends and relatives, formal setting.		
4. Preserving		
The student:		
Demonstrates knowledge of proper food storage.		
Discusses and explains how to package for short and long term storage, including advantages and disadvantages.	Take field trip to some food packaging company. Show films on how food is stored. Have class carry out experiment where bread is placed: - covered in refrigerator - uncovered at room temperature. Have students observe and discuss what happens in each case. Have students use slides to grow molds, yeast, bacteria. Arrange exhibition of containers and other supplies needed for home conserving.	
Assists in various methods of home preserving.		

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
5. Production The student:		
Explains and discusses production and distribution of: - garden products - dairy products - fishing products - farm products.	Have student read about food production in magazines, newspapers, etc.	
Assumes responsibility for some chores related to food production, e.g. garden patch.		

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Selection		
The student:		
Chooses a certain housing design.	Have student use newspapers to find out what type of housing is available in terms of design, size and cost.	
Explains choice on basis of construction, location, design and budget.	Show chart with many designs of houses; ask student to choose particular design, and explain why, e.g. because of budget, construction.	
Distinguishes between functional/beautifying aspects.	Take field trip around community and discuss reason for certain landscaping and house designs.	
2. Furniture and Furnishings		
The student:		
Explains what should be considered when furnishing a home, e.g. need, quality, price.	Have a class discussion to develop student's awareness of specific things needed to furnish a home. Take a field trip to a "show home".	
3. Care and Maintenance		
The student:		
Explains and demonstrates simple household techniques and equipment.		

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies daily and weekly cleaning routines.		
Identifies household repairs that are done for household safety.		
Demonstrates knowledge of basic tools.	Have student visit workshop, and label and use various tools.	
Demonstrates ability to do basic repairs, e.g. toaster.		

HOME MANAGEMENT
Level 3
D. Child Care

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates ability to dress, change and feed infant.	Have student take babysitting course or become involved in day care experience.	
Demonstrates ability to make decisions in terms of when child is to be in bed, what to eat before going to bed, etc.		Infant Care and Development (cassettes and filmstrip).
Demonstrates ability to administer first aid.		Child Growth and Development. St. John's Ambulance materials.

A. Earning Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Lists sources of money.	Have student collect ads from newspaper, then sort and classify ads: indoor/outdoor jobs, travel/non-travel, etc.	
	Use yellow pages and have each student make poster, "Jobs I like and jobs I dislike", etc.	
Identifies factors that affect wages, e.g. training, time, danger, seasonal.	Have student compare wages for different jobs, similar and contrasting, and indoor and outdoor jobs.	
	With job list have student compare/rank jobs into levels of danger, compare wages, calculate difference.	
	Have a class discussion, "Who should be paid more?"	
	Make a poster with pictures of seasonal jobs, e.g. apple picker, grader, heaper. Have student calculate wages on hourly basis and compare with full time worker.	Managing Your Money.
Explains concept of "money", e.g. barter system.	Invite resource person, e.g. store owner, bank manager, and have him explain his work, using coin terminology.	A Course in Coins. Wages, Salaries or Paychecks.
	Use a play activity where money changes hands.	

MONEY MANAGEMENT
Level 3
A. Earning Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Recognizes coins and bills in combination.	Have student name money using coins and bills.	Pennies, Nickles and Dimes. Money Matters.
	Have student make trip to store to make change. Play game: match currency with name presented orally.	
Counts money using different coins and bills.	Use role play: "Give me change for this $5.00 bill; equivalent amount, etc.	
Calculates change for coins and bills.	Set up "store" in class using Canadian Play Money.	
	Play game: "How many ways can you make 50¢".	
	Have student participate in school sales where money changes hands.	
	Take field trip to study a supermarket.	
Calculates money earned, e.g. - gross/net pay - regular/overtime - weekly, monthly, annually.	Have student examine salary stubs and write down and calculate gross and net pay.	Money Makes Sense. Getting Ready for Payday. Using Money Series. Big Deal.

MONEY MANAGEMENT
Level 3
A. Earning Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Reads and interprets cheque stub.	Provide different types of salary cheque stubs for student to examine.	
	Have student compare different cheque salary stubs to see similarities.	Bank Account. Chequing Accounts. Fill in the Blanks. The Bank Book.
	Make poster with parts clearly labelled, e.g. income tax, dues.	
	Have a class discussion, using terms such as gross pay, net pay.	
	Have student practise filling in correct data about gross and net earnings on various forms.	Big Deal. Fill in the Blanks. Cheques and Stubs. Wages or Salary or Paycheques. Getting Applications Right.
	Make a collection of terms from various income statements, e.g. double time, holiday pay, regular time, and time and a half.	
	Have a class discussion on the meaning of these terms.	Working Makes Sense. Banking, Budgeting and Employment.

MONEY MANAGEMENT
Level 3
A. Earning Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student: Explains that the value of money changes over time, e.g. that money will buy less.	Have student compile a list of grocieries and note price changes over period of time. Have student compare two catalogues (old/new) and make an annotated list of prices.	Supermarket Management. Department Store Math.

MONEY MANAGEMENT
Level 3
B. Spending Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Where to Buy The student:		
Names different places to buy goods and services, e.g. wholesale, retail and mail order.	Using checklist (hardware, gift shop, secondhand), have student name actual stores that fit under each category.	
	Go on field trip to department store. Have student list departments or services sold.	
	Make "I spy" checklist; have student indicate where you would buy a haircut, battery, etc.	
	Make a list of services advertised in yellow pages; have student group those that would be useful to a farmer, a builder, someone on holiday.	
	Have student use catalogue to price items wanted; use index and fill order form.	Guide to the Community. Basic Skills.
		Useful Arithmetic. Let's Go Shopping. Monopoly. Math for Employment I and II.
Demonstrates ability to utilize various services to locate item for purchase.		Planning Meals and Shopping. Swindle. Shopping Lists, Game II. Using Money Series.

MONEY MANAGEMENT
Level 3
B. Spending Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
2. How to Buy The student:		
Describes different methods of payment.	Use role play: travel agent, store, etc. Have "customer" pay; use items such as C.O.D., cash or cheque.	Math for Banking. Math for Adult Living. Your Family and Its Money.
Calculates cost of total shopping list.	Provide practice checking items bought with cash register receipts.	
	Provide cash receipts, some with deliberate mistakes in totalling, and have student indicate mistakes.	
	Have class collect and display a variety of cash register receipts. Ask student to identify portion of receipt that shows cost of each item, total cost, amount paid and change.	
	Have students shop for materials and check receipt as a class project.	
	Have student make shopping list for specific project: supper, weekend travel, etc.	Useful Arithmetic. Using Money Series. Bank Account. Let's go shopping. Using Dollars and Sense.
	Make a worksheet with repeated addition and multiplication procedures, e.g. 3 at 79¢ = 79¢ + 79¢ + 79¢ or 79 x 3.	Department Store Math. Monopoly. Guide to the Community. Money Management. Consumer Education.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Describes various types of credit available.	Have class collect ads for credit cards from newspapers and magazines. Display. Make a list of places (services) for borrowing money.	Math for the Worker. How Money and Credit Can Help Us. Math for Adult Living.
Calculates cost of credit.	Use simulation. Emphasize the following concepts: - reading the credit agreement - the name and address of seller - cost of credit related to promptness of payment - calculating when payments are due - promise to replace parts - calculating balance due.	Getting Applications Right. Credit Buying series.
Explains that prices vary.	Collect catalogues; have student calculate differences between store and catalogue.	
	Visit several stores. Have student record prices and calculate difference.	
	Visit second hand store. Have student calculate difference between old and new items.	Basic Skills. Consumer Education. Money Management. Guide to Community. Swindle.
Develops personal budget for purchase of clothing, entertainment, gifts, etc. (monthly, yearly).	See Computation section.	Bills - How to Pay Them. Budgeting series.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Plans holiday and budgets for it.		
Explains what a credit purchase is.	Discuss credit rating. Write lists of all goods and services that can be bought on credit.	
Explains how credit and cash purchase differ.	Have a class discussion, "Why use credit? Is credit better than cash purchase?"	Easy Money. Your World of Money.
Explains some advantages and disadvantages of credit.	Use role play: losing credit card, use of card in an emergency.	
	Have a class discussion about misuse of credit, easy credit, cost of credit.	
3. What to Buy		
The student:		
Describes essential and non-essential goods.	As a class project have each student write list of essential and non-essential goods, then compare results.	Department Store Math.
	Have student examine yellow pages and decide which services would be needed for building a house, for servicing a car, renting an apartment.	
Writes a budget.	Make a list of major items that should appear on a family budget for a week.	Banking, Budgeting, and Employment. Your Family and Its Money. Math for the Worker.

MONEY MANAGEMENT
Level 3
B. Spending Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
	Provide an income figure and have student calculate weekly Budget to determine if this will be over the income figure, if the budget is within the income figure.	Classroom Money Management Kit. Dollars and Sense. Planning Meals and Shopping. Managing Your Money.
	Have a class discussion about what is meant by living within fixed expenses.	
Defines what is meant by "value for money".	Visit a store; have student decide which is a better buy between items of same size.	Using Money Series. Supermarket Measurement. Consumer Education. Let's Go Shopping. Using Money Series, Buying Power. Swindle.
	Have student collect sales flyers, subscription applications, club memberships (book, record), then calculate cost. Discuss alternative purchases.	
	Have a class discussion about pros and cons and calculate savings in the following types of situations: - to rent or buy (room, equipment) - one item or a set - new, secondhand - unused car/demonstrator.	
	Visit a store; provide the same size of item and have student record the saving.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
	Have student examine local ads for a car (year and model known) and write range of prices researched.	Guide to the Community. Math for Banking.
	Have a class discussion, "Is cheaper better, is more expensive better?"	Consumer Education.
	Have class compare price, quality and workmanship.	Supermarket Measurement.
	Use newspaper ad sections, television commercials, radio commercials, catalogues, price lists and flyers.	
	Have student cut out ads for "special", then discuss in class.	
	Have student use yellow pages for a specific service, e.g. heating, plumbing, then phone to find out cost of simple job, e.g. repair motor on heater.	
Demonstrates understanding that product bought should be protected by some form of warranty.	As a research project have class compile list of goods protected under warranty, then compare warranty, e.g. car, washer.	Food Buymanship. Let's Go Shopping.
	Have a class discussion about qualities and service expected.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
4. When to Buy The student: Recalls the time of year when certain goods are put on sale.	Construct calendar of sales, e.g. car, furs, appliances. Visit stores or agents and ask if there are special sale times.	Managing Your Money. Shopping List Game II. Useful Arithmetic. Dollars and Sense. Planning Meals and Shopping. Guide to the Community.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Explains in his own words why it is important to save.	Construct a poster, "Why people need money", to illustrate students' responses.	
	Play game, "If I had $50 I would buy ....".	
	Have student calculate interest on savings.	
Names places where money can be saved.	Visit major bank in community.	Banking, Budgeting, and Employment.
	Have a class discussion about why it would be unwise to store money at home.	Getting Ready for Payday, Savings Account.
	Compile a poster with drawings of savings institutions in town.	The Bank Book. Using Money Series: Earning, Spending, Saving. Classroom Money Management Kit.
Explains how he would choose an appropriate banking service.	Have student visit and name the bank nearest home, and talk to the manager.	Math for Family. Math for Citizenship. Math for Adult Living. Math for Banking. Money Management. Your Money Matters.
Describes how a savings account works.	Have student collect bank ads to determine rates on savings, and compare.	Bank Account. Big Deal.
	Visit bank to locate areas and personal handlings, specific tasks, loans, savings, etc.	One Penny, Two Penny.

MONEY MANAGEMENT
Level 3
C. Saving and Borrowing

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Opens an account.	Have student fill in (sample) bankbook correctly.	Getting Applications Right.
	Use role play to emphasize vocabulary such as withdraw and deposit.	
Calculates how much savings are in his account.	Provide practice record-keeping: money at hand and bills paid.	
	Have student fill in entries and calculate balance sheet.	Getting Ready for Payday, Planning Ahead.
	Have student collect sample passbook, examine and practise filling it in.	
Recalls and explains common banking terms.	Use role play, include words such as savings account, passbook, cancelled cheque, balance, interest.	Math for Employment I and II. Fill in the Blanks. The Bank Book.
Describes different services offered by the bank.	Invite resource person to explain bank's services.	
	Have class collect bank flyers and display.	
	Compile a poster to display items and bank vocabulary, e.g. cheque, travellers' cheques.	
Demonstrates ability to use banking forms correctly, e.g. deposit slip, cheque.	Use role play using vocabulary such as accounts, deposit, cheque, payee, signature.	Money Math. Wages or Salary or Paychecks. Math for the Worker.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
	Use simulation; have student fill in cheques to pay bills, complete application form accurately.	
Demonstrates ability to use chequing account.	Use role play: opening an account, asking name, address, age, employer, home, worked with present employer.	Math for Banking.
	Have a class discussion about NSF cheques.	
	Have student balance a cheque-book ledger, keep personal record of expenses, and record details of transaction on cheque stubs.	
Names sources for borrowing money.	Visit bookstores, loan services, credit firms.	Math for the Worker. Math for Family Living. Math for Adult Living.
	Have a discussion about borrowing services.	
	Use role play with the lender using terms such as borrowing, financial responsibility.	
	Distribute application forms; have student collect, examine and fill in data required.	

C. Saving and Borrowing

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Describes circumstances when borrowing is appropriate.	Have a class discussion about when to borrow, financial responsibility, monthly statement.	Your Family and Its Money. How Money and Credit Help Us.

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES
Level 3
A. Fundamentals of Movement

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates proficiency in basic combinations of movements.	Provide opportunities for practice in basic movement combinations, e.g. carrying a cafeteria tray. Whenever possible, integrate the student into the regular physical education program.	

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES
Level 3
B. Games and Activities

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student: Demonstrates some knowledge of the following games and sports: - golf - tennis - handball - badminton - horseshoes - bowling - team sports - gymnastics - social dancing - cross country skiing - outdoor and camping skills - swimming - wrestling - track and field - weight lifting - general fitness - skating - roller skating. Note: This list is not meant to be all-inclusive.	Depending on the availability of facilities, provide opportunity for student to participate in these games and sports.	I Can Kits.

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES
Level 3
C. Social Skills Related to Games and Activities

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates a respect for other's property.		Towards Affective Development.
Practises socially acceptable behavior.		Focus on Self, Responding, Involvement.
Practises sportsmanship in team games.		

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Cutting, Tearing, Fastening		
The student:		
Demonstrates ability to sew, lace, tie, pin and staple in constructing items.		See Level 2 - Resources.
Demonstrates ability to make two-dimensional shapes from paper.		
Demonstrates ability to make mobiles using paper shapes.		
Demonstrates ability to make collages from paper of various colors and textures.		
2. Constructing		
The student:		
Constructs useful and decorative articles.	Have student enrich decorative items with cut and pattern shapes.	
Utilizes tools in constructing more complex articles of wood and other materials.		

LEISURE/RECREATION SKILLS
Level 3
A. Art

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
3. Drawing and Painting		
The student:		
Creates simple designs.	Have student use shapes, textures, geometric shapes and free expression. Provide practice in drawing horizontal and vertical lines and designs.	
Uses paint, crayons, chalk, in combination on various surfaces.		
Demonstrates use of background detail in drawing and painting.		
4. Modelling		
The student:		
Demonstrates ability to join slab work.	Have student make dishes using the slab method.	
Demonstrates ability to do simple sculpture in clay or other media.		
Adds decorative textures to clay forms or paper maché forms.		
5. Print Making		
The student:		
Demonstrates ability to splatter print with various colors.		

LEISURE/RECREATION SKILLS
Level 3
A. Art

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates ability to print on two-dimensional shapes cut and torn from various kinds and colors of paper.		
Demonstrates ability to do simple silk screening.		
6. Weaving and Stitching		
The student:		
Creates a rich design in stitching by using variations in color, kind of thread, kinds of fabrics, beads, and other decorative materials.		

LEISURE/RECREATION SKILLS
Level 3
B. Music

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Listening		
The student:		
Recognizes such tonal relationships as repeated skips.	Whenever possible, integrate the student into the regular music program.	
Recognizes melody that tells a story.		
Expands his listening repertoire.		
Develops increased ability to recognize tonal relationships, phrases, melodic patterns, rhythmic patters, songs.		
Increases length of time he enjoys listening to music.	Ask what the music suggests to the student.	
Builds repertoire of simple melodic compositions.		
2. Singing		
The student:		
Sings simple rounds.	Use folk songs, action songs, rounds and popular songs.	
Demonstrates initial awareness of customs, people, and heritage through songs.		
Recognizes music notation.		Threshold to Music (charts).

LEISURE/RECREATION SKILLS
Level 3
B. Music

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates good habits in singing.		
Strives for an acceptable tone quality.		
Continues to increase repertoire of songs, including rounds.		
Participates in assembly programs.		
3. Playing		
The student:		
Demonstrates ability to play tonal patterns.		
Demonstrates ability to play both rhythm and melody instruments.		
Demonstrates ability to read a simple music score.		
4. Rhythmic		
The student:		
Demonstrates ability to feel regular phrasing.		
Demonstrates increased ability to reproduce rhythmic patterns in various meters.		
Expresses simple rhythmic patterns through body response, vocal response, written response.		

LEISURE/RECREATION SKILLS
Level 3
C. Drama

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student: Demonstrates relaxation, concentration and trust of self and others in group activities. Responds to environmental stimuli to the senses. Demonstrates ability to give verbal responses in a variety of situations with other persons. Demonstrates ability to use fluency and control in verbal communication with another person or persons. Demonstrates ability to imagine a character's form and actions. Demonstrates knowledge that the main thought of a play is created by the characters and related incidents. Demonstrates knowledge of the use of language in a play. Demonstrates skill in communicating ideas and feelings. Demonstrates skill in social interaction. Demonstrates increased personal responsibility.	Utilize the following: - puppetry - media - dramatic literature - story telling - speech - choral speech - movement - theatre games - mime - improvisation - makeup - multisensory activities - simple dramatization - dialogue with one or more persons.	

LEISURE/RECREATION SKILLS
Level 3
D. Crafts and Hobbies

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student: Engages in the following activities according to interests and abilities: - leathercrafts - woodwork - basketry and raffia work - stuffed dolls, toys and animals - hooked rugs - weaving - crochet - knitting (wool) - tile (ceramic and mosaic) - embroidery - needlepoint - pottery - gardening and plant care - black and white developing - ceramics - painting - carving - sewing - pet care - collections (stamps, cards, insects, etc.). NOTE: This is not intended to be an all inclusive list.	Provide opportunity for student to express own creative ability.	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
Level 3
A. Home and Family

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies what constitutes a family from societal, legal perspective.		
Identifies how roles and responsibilities change with age.		
Identifies tasks associated with roles family members may assume in community.		
Participates responsibly in decision making process in the family.		
Identifies and utilizes strategies for coping with family change.		Family Values.
Identifies family service agencies, e.g. representatives from Social Services and Community Health.	Arrange visits by nurse, social worker, probation officer.	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
Level 3
B. School

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies resource personnel by role.		
Assumes responsibility for personal and public property.		
Demonstrates respect for the personal property of others.		
Participates in decisions regarding rules.	Set aside a time each week for "class meetings" when concerns of students are responsibly voiced and discussed. Invite principal for a discussion of school rules and regulations to acquaint class with reasons behind rules.	
Participates responsibly in delegating authority.	Involve students in decision making.	
Participates responsibly in electing authority.		

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
Level 3
C. Community and Country

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student: States the name of city, country, and continent. Demonstrates knowledge of the words of the national anthem. Identifies common provincial "helper" or "service" agencies, e.g. social services. States the role of common provincial "helper" or "service" agencies. Identifies common provincial agencies and facilities, e.g. national parks. States the purpose of common provincial facilities and agencies, e.g. health, agriculture, labor. Recognizes cultural differences within Canada, two official languages, etc. Demonstrates knowledge of provincial rules and laws. Identifies how laws are made and by whom.		

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
Level 3
D. Current Events

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Selects a radio, television, newscast or press report.	Use guided discussion of major stories; discuss the function of the media (class or school newspaper).	
Recalls daily news and weather cast.		
Identifies and differentiates between major stories.	Visit a local newspaper; have students help plan the field trip. Simulate newspaper functions with class assigned reporters: how to write (or verbally state) a news story. Make a list of television shows students watch.	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
Level 3
E. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Ecology		
The student:		
Recognizes the positive/negative effects of man's intervention in nature.	Teach student to recognize that feeding birds may seem to be a charitable thing to do, but the practice builds a dependency that can kill the birds fed.	
	Show a film on the "Balance of Nature".	Science Experiments You Can Eat.
		Hinterland Who's Who Series.
	Have a class discussion about the effect of hunting as a "sport" upon populations.	
	Have a class discussion about organizations that struggle to save disappearing species, e.g. Ducks Unlimited.	Parks and Wildlife materials.
	Have students find pictures in magazines of endangered species.	Canada's Endangered Species (video cassette).
States some laws dealing with animal care.		

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
2. Natural Phenomena		
The student:		
Demonstrates some understanding of natural disasters, e.g. earthquake.		
States how weather affects the life of others, e.g. farmer.		
3. Energy		
The student:		
Demonstrates knowledge of alternate energy sources, e.g. coal, windmill.		
Demonstrates ability to make responsible energy choices in daily life.	Teach student to turn down thermostat, turn off lights, etc.	
4. Pollution		
The student:		
Demonstrates knowledge of the necessity for proper disposal methods when using outdoor facilities, e.g. toilet, cooking.	Make a list of good practices stated by the class in discussion. Point out that detergents are effective in removing grease in less than hot water, and the use of a bleach as a final rinse will kill most bacteria remaining on dishes after washing.	Pollution Solution. Living Well in Times of Scarcity. Energy Management for the Future.

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
Level 3
E. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
	Teach that the correct method of disposing of wash water is the use of a small sump pit; water that contains soap, bleach, etc. should not be thrown into a lake or stream since it will kill the aquatic life.	Government Environmental Resource Materials Guide.
Recognizes that there are socially acceptable methods of showing his disapproval of environmentally damaging practices.	Teach students to ask others not to smoke. Have them suggest polite and considerate techniques to foster cooperation and learn to avoid confrontation and insult. Have class develop skits to illustrate the above.	
Recognizes importance of pollution control laws, including noise pollution.		
Demonstrates knowledge of service industries to aid a community in sanitation and environmental areas.	Take a field trip to a sewage treatment plant, the garbage dump, a water treatment station.	
Demonstrates awareness of the contribution made by these industries, e.g. bottle depot workers, environmental control agencies, parks and wildlife workers.		

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
5. Conservation		
The student:		
Demonstrates knowledge of reasons for conservation, e.g. depletion of natural resources.		
Demonstrates ability to select energy saving modes of travel, e.g. bicycle.		
6. Safety		
The student:		
Demonstrates some knowledge of survival methods.		
Practises safety rules that apply to outdoors.		
Demonstrates some knowledge of disease transmitted by animals.	Teach students the procedure to follow if they are ever bitten by a larger animal.	
	Teach students who are very sensitive to insect stings the correct precautions and to carry their medications when in the outdoors.	
Demonstrates small-craft water safety.	Use the Red Cross Water-Safety and Small Craft courses in a spring camp at a nearby lake.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates ability to swim and drown-proof.	Arrange swimming classes at a nearby pool with qualified instructors to teach the students.	
Recognizes risks involved in traveling on frozen lakes or rivers.	Collaborate with parents to go ice fishing.	

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 4
A. Knowledge and Development of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Personal Characteristics/Self Identification		
The student:		
Identifies the need and function of self-identifying information, e.g. student I.D. card, social insurance number, birth certificate.	Have student write resume, fill out application forms, e.g. social insurance number.	
Relates personal interests, abilities, limitations to selection of vocational and avocational activities.	Have student write an autobiography. Have student make personal chart of jobs, leisure activities, etc. listing things he likes/dislikes, does well/does not do well. Present open-ended questions, e.g. "If I were ....."; "If I could be .....".	
Selects two or more areas for work study/experience which are consistent with interests, abilities, limitations.	Have student research and present a report on "Where I Would Like to Work".	
Describes the type of person he would like to be and indicates ways in which he can achieve this, e.g. grooming, study, being more considerate.	Have student write a "commercial" for himself.	

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 4
A. Knowledge and Development of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
States and discusses educational and personal characteristics required for a variety of vocations.		
Identifies those vocations for which he will have the appropriate characteristics.		
2. Physical Self		
The student:		
Demonstrates knowledge of: - intercourse - pregnancy - birth control - birth - venereal disease - pornography - and community services relating to these.	Bring in speakers, e.g. nurse, doctor, other community resource people. Use appropriate films, filmstrips, printed and illustrated learning resources. Focus on the concept of responsible sexual behavior not merely upon the factual material.	
Demonstrates understanding of current sexual slang.	Teach student to translate vocabulary of the street into more accurate terms in the areas of copulation, masturbation, reproductive organs.	
Practises appropriate public sexual behavior, e.g. discriminatory restraint, regard for setting.		

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies the effect of physical handicaps or disorders (selection of activities, self-concept) on self and on others.		It's Your Life. Lifeline Materials (Sensitivity, Consequences, Point of View).
Identifies and demonstrates ways of improving personal appearance, e.g. grooming, exercise, diet, clothing selection.	Have student write a paragraph on: "How I Can Improve My Appearance".	
3. Emotional Self		
The student:		
Identifies an increasing number of emotions in self and others	Use open ended sentences: "I love to give ...." "I always feel good when ..." "What really bothers me is .." "I would be happier if ...." "I like going home because .."	

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 4
A. Knowledge and Development of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates increasing awareness of mixed and changing emotions and modds; articulates emotional states with accuracy.		Innerchange, Junior High. It's Your Life. Focus on Self Development, Stage Three: Involvement. Today's Teen Series: Discovering You, Decision Making, Relating to Others.
Predicts emotional reaction of self and others in a given situation.		I've Got Me and I'm Glad. Second Centering Book.
Recognizes that emotional states vary with the individual and circumstances.		
Practises coping with stress in a number of ways.		
Identifies and discusses inappropriate ways of dealing with stress, e.g. drugs, alcohol.		

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 4
A. Knowledge and Development of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies and discusses ways in which some stress is beneficial rather than harmful, e.g. pressure to complete a task.		
Expresses and controls emotions appropriately in a variety of settings.		
Demonstrates increasing skill in recognizing and avoiding potentially provoking situations, including unfamiliar situations.	Use role play, drama, discussion.	Values Clarification: A Handbook of Practical Ideas for Teachers and Students.

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 4
B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Needs and Motivations		
The student:		
Identifies personal needs which may exist in the future or in unfamiliar situations.	Have a class discussion: "Five years from now I will need .....".	
Categorizes needs by immediacy and importance.		
Recognizes clues to moods and attitudes of those being asked for assistance.		
Identifies ways in which predicted needs can be met by himself or others.		
Identifies situations in which satisfaction of personal needs must be delayed or foregone because of the needs of others.		
Identifies when two personal needs may be in conflict, and suggests appropriate resolution of the conflict.	See Problem Solving and Decision Making.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
2. Factors Affecting Relationships The student: Recognizes: - that children need experience - that adults are expected to be independent and responsible.		
Recognizes that roles can change from time to time and from situation to situation, even when people involved remain the same.		
Recognizes: - that roles associated with a given sex are changing - there are expectations associated with sex roles and violations of these may meet with disapprobation.		It's Your Life. Stage Three: Involvement - Focus on Self Development. Today's Teen Series: Discovering You, Decision Making, Relating. Lifeline Materials: Sensitivity, Consequences, Point of View. Conflict Management. Activities for Developing Positive Self Awareness.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
3. Handling Social Interaction		
a. Expressive Communication Skills		
The student:		
Demonstrates increasing skill in using communication modes.	Have students convey/communicate through: - posters - written exercises - producing radio plays - dramatization - commercials - discussion - telephone.	
States/lists advantages and disadvantages of different types of communication.		
Identifies situations in which a specific type of communication is appropriate.		
Communicates effectively with others in a wide variety of settings.	Have class plan a party.	
Identifies a wider number of blocks to communication, e.g. confronting, interpreting, advising.	Have class listen to and discuss taped conversations. Show films.	

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 4
B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
With increasing accuracy ascertains whether the message he is trying to communicate is understood.	Use open ended sentences: "I always make up my own mind about ....."; "If I had a choice, I would ....."; "When I can't do something, I ....."; "It is hard for me to make a decision about ....."; "Talking about a problem is .....".	Magic Circle. Focus on Self Development, Stage Three: Involvement. All About Manners. Activities for Developing Positive Self Awareness. Lifeline Materials (Sensitivity, Consequences, Point of View). Conflict Management.
Communicates a wide range of feelings with increasing accuracy, including mixed or ambivalent feelings.		
b. Receptive Communication Skills		
The student:		
Demonstrates understanding how the use of gestures, asides, satire, voice inflection affects meaning, e.g. bias, prejudice, propaganda.		

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Becomes a more effective listener by "checking out" what the speaker is saying, both affective content and informational content.	Use role play.	It's Your Life.
c. Problem Solving and Decision Making		
The student:		
Applies steps in problem solving to new and personal experiences or situations.	Provide practice with problem situations.	
Demonstrates knowledge of how potential problem situations can be avoided.		
Makes decisions in a appropriate manner: - obtaining available information - weighing alternatives - evaluating possible consequences.	Present situations which require decisions, e.g. "Where should I buy my coat?"	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Applies conflice management strategies to new and personal experiences and situations; articulates the strategy begin used.	Have student make choices and explain reason for choice, e.g. "Should I go to the football game or the dance?"	It's Your Life. Focus on Self Development, Stage Three: Involvement. Today's Teen Series: Discovering You, Decision Making, Relating to Others. Dimensions for Living. Lifeline Materials (Sensitivity, Consequences, Point of View).
4. Rules and Routine		
The student:		
Identifies probable rules in a number of unfamiliar situations, e.g. on the job, public facility.	Have students write rules for specific jobs.	
Follows rules appropriate behavior in a variety of unfamiliar settings.	Use role play, field trips.	
Identifies the potential consequences of breaking rules in a variety of unfamiliar situations.		

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 4
B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Formulates rules for unfamiliar situations, and identifies consequences.	Have class make up rules for new situations.	
Recognizes the need to abide by rules even when not agreeing with them.		Focus on Self Development, Stage Three: Involvement. All About Manners. Today's Teen Series. Dimensions for Living.
5. Social Roles		
The student:		
Identifies roles in unfamiliar and broad situations.	Have student complete open ended sentences, "If I were boss I would .....", etc.	
Ascribes probable characteristics to these roles, e.g. boss, sex roles, employee.		
Recognizes that although roles have commonality, personal interpretations are possible, e.g. similarities and differences between teachers, mothers.	Have students take turns role playing, assuming the same character. Have a class discussion about similarities and differences in ways in which the roles were portrayed.	
Recognizes that conflict may arise when people behave in ways not consistent with other's role expectations, e.g. parents who abandon children, ministers who swear.	Change the way in which you behave towards students for a short time, then have a class discussion.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Recognizes that a person must assume different roles at different times in his life, e.g. child, parent, student, employee.	Have student make a "life line", birth to death.	It's Your Life. Focus on Self Development, Stage Three: Involvement. All About Manners. Dimensions for Living. Lifeline Materials (Sensitivity, Consequences, Point of View).
6. Values and Social Expectations		
The student:		
Recognizes that values and social customs vary with culture.	Use reports on specific cultures.	
Recognizes that a custom or value appropriate in one setting may not be so in another, e.g. Hutterite vs. an ordinary farmer.	Have student select a culture different from his own, indicate things he likes about that culture and identify areas of difference.	
Relates personal values to those of society.	Write a paragraph: "If I were God of the universe I would .....".	
Demonstrates understanding of how group opinion affects personal value system.		

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 4
B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student: Recognizes when personal and societal values come in conflict and attempts to resolve and conflict. Recognizes the prevalent moral structure in the society and articulates instances of it. Demonstrates understanding of the concepts of human rights, e.g. dignity and equality.		

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Participates in driver training (where appropriate).		A.M.A. materials.
Demonstrates understanding of a full range of regular safety and traffic rules, laws.	Have a class discussion about local traffic bylaws.	

TRAVEL
Level 4
B. Travel Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Performs basic maintenance for vehicles, including automobile.		Motorcycle Safety. How to Read a Map. How to Read a Schedule.
Travels independently beyond community, e.g. arranges accommodation, transportation, meals.	Arrange actual trips. Use long range trip simulations.	International Traffic Signs.
Travels independently beyond the city or town.	Take simulated trip to student designated destination.	Real Life Reading.
Reads and uses a variety of transportation schedules.		
Demonstrates ability to use agencies that help travellers, e.g. A.M.A., R.C.M.P.		

HEALTH
Level 4
A. Nutrition

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates ability to select nutritious food for a well balanced diet.	Have student make a list of food consumed in a day/week. Have student plan a day's/week's menu. Divide students in groups to prepare some balanced meals.	Canada Food Guide. Department of Agriculture Materials. Food for Life: The Basic Four. Nutrition Series.
Plans and prepares low cost nutritious diet.	Have a tasting party for which students make up menus.	
Demonstrates understanding of caloric requirements.	Have class help plan a school lunch menu. Have students keep a record of their caloric intake.	
Identifies diet to increase or decrease weight.	Have a class discussion about obesity, weight, reducing and vitamin pills.	Films: How a Hamburger Turns into You, Too Much of a Good Thing.
Recognizes the deficiencies in his diet.		
States proper ways to preserve food.	Have student prepare food and follow those practices.	
Demonstrates hygienic practices when preparing, serving or eating food.		
Recognizes the protection provided by the health department in checking food distribution establishments.	Visit school, restaurant, supermarket, food processing plant, etc. to find out about sanitary regulations.	
Demonstrates ability to contact health inspectors.		

HEALTH
Level 4
B. Personal Care

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Knowledge of Body The student:		
Recognizes adolescent growth process.	Have student interview nurse, doctor, science and health teacher. Show films, slides. Using library resources, have student research.	Department of Health Materials. The Problem: Acne.
Demonstrates knowledge of body changes.	Have class enumerate, discuss, role play. Show films, slides, filmstrips. Invite personnel from the Health Department, doctor, nurse.	The Growing Trip. There's a New You Comin'!
Demonstrates understanding of reproduction process.	Invite school nurse. Show films, slides, filmstrips. Have a "Question Box" or "Mystery Box" for students to drop questions. Invite specialists, e.g. gynecologists, obstetricians.	Egg & Sperm.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
2. Care of the Body		
The student:		
Recognizes importance of good grooming and cleanliness (interpersonal relations).	Invite or have student interview cosmetologist, fashion/beauth consultant, hiring agency personnel, someone known and respected in the community who is successful in his job.	Today's Teen Series. Battling Disease: Protecting Your Health. Self-Care Female Series. Self-Care Male Series.
	Use role play.	
	Have a class party.	
	Have a class discussion about health hazards involved.	
	Invite school nurse to speak to class.	
Demonstrates ability to find reliable health information.	Have student check "yellow pages" of telephone directory for listings, headings of medical personnel.	
	Invite or have student interview dentist, general practitioner, specialist, concerning factual information.	
	Visit clinic, doctor's office, hospital emergency ward.	
Evaluates health product advertisements.		Materials from: Medical Association, Cancer Society, Heart Association, Local Hospitals.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates balanced program of rest, work and recreation.		Filmstrips: Exercise: Fit to be Tied, Physical Fitness Sense.
Practises physical fitness program.		Y.M.C.A. and Y.W.C.A. materials.
3. Drugs and Alcohol		
The student:		
Recognizes the signs of alcohol and drug dependency.	Have student interview and/or invite personnel from Alcoholics Anonymous, Public Health Department to visit the class.	
Recognizes the mental, physical, and emotional consequences of use of alcohol, tobacco, narcotics and other drugs.	Show films, filmstrips, slides.	Films: Alcohol Problem: What Do You Think, The Drag, The High Hooked.
	Have student tape record a commercial or design a commercial about drugs.	Filmstrips: A Capsul Look at What Drugs Do To You. Drug Abuse: It's Your Decision.
	Have student act out a television commercial on drug advertisement.	
	Invite a representative from the Better Business Bureau.	
Independently takes own prescribed and non-prescribed medication.		Drug Abuse: Who Needs It? Drug Education Series. Facing the Facts: Drugs, Alcohol and Tobacco.

HEALTH
Level 4
C. Community Health Services

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates ability to utilize health services.		
Recognizes the contribution of the helping professions in improving health, e.g. medicine, dentistry, psychology, social work.	Have student write association and request information about requirement for membership. Use "yellow pages" of telephone directory for listing or headings of medical personnel. Have student interview dentist, general practitioner, specialist, personnel from the health department. Visit clinic, doctor's office, hospital emergency ward to compare the differences in services.	

A. Home and School

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates independence and reliability in coping with dangers and accidents.	Use discussion, demonstration, drama. Stage a slogan and poster contest. Make a handbook on "Coping with Accidents". Have a panel discussion.	Playing It Safe with Animals. Tiger, Tiger, Burning Bright.
Demonstrates ability to utilize community emergency services.		
Administers first aid as indicated by St. John's Ambulance first aid course.	Use simulated activities. Have student attend first aid course.	St. John's Ambulance materials.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates the steps involved in hazard analysis.		I.P.A. Manual (1980).
Demonstrates knowledge of accident prevention.	Have a classroom committee on safety keep a tabulation of accidents that occur to the students participating in playground activities, in the halls, classroom, etc.	
Demonstrates knowledge of safety practices.	Play simulated games. Stage a slogan and poster contest. Have student compose original safety poems. Have the class put together a dictionary of pedestrian safety words. Use lectures, speeches given by safety officials. Have class visit a building for the purpose of investigating various hazards and report observations. Have a panel discussion about causes of accidents at home and school.	
Utilizes community emergency services.	Visit various organizations in the community that contribute to safety.	

SAFETY
Level 4
B. Community

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies the responsibilities of owning a car.	Make a list of the bad practices of drivers that endanger or annoy pedestrians. Use role play representing the appropriate views of insurance agents, automobile manufacturers, automobile purchaser, law enforcement officers. Secure an accident spot map from the local police or highway department and have class study pedestrian accidents that have occurred in your community over a given period of time.	Case of Officer Hallibrand; Help Is.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates independence in identifying and avoiding dangers in recreation.	Compile a list of local recreational areas. Have student interview people to discover about different recreational areas. Have student survey and evaluate information presented in magazines or take a trip to different recreational areas. Provide opportunity for student to participate in establishing or improving some youth recreation projects.	Avoiding Accidents: Safety and First Aid. Y.M.C.A. and Y.W.C.A. materials. Motorcycle Safety.
Independently utilizes emergency services.		

WORLD OF WORK
Level 4
A. Specific and Allied Work Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Use of Tools and Equipment		
The student:		
Selects and uses appropriate tools and machines for specific projects.	Demonstrate and have class discussion on the use of new tools and equipment.	Manufacturer's Use and Care Manuals.
Organizes and cares for tools and equipment.	Explain storage procedures.	
Constructs more complex projects.	Have student experiment with equipment while monitoring his behavior.	Shop Made Easy. Shop Safety.
	Assign projects, using more complex equipment.	Working with Wood.
2. Following Directions		
The student:		
Follows complex set of directions.	Develop group projects involving complex set of directions; have one student act as foreman. Evaluate project when complete.	Following Directions. Listening on the Job.
Identifies person in authority in a variety of work situations.		
3. Decision Making		
The student:		
Makes appropriate decisions in work situations, e.g. how to improve quality of work.	Display samples of work of various quality; have class discuss, evaluate and decide how to improve.	Real People at Work. From Classroom to Career, Part 1 and 2.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
4. Independence The student: Demonstrates ability to perform satisfactorily in unfamiliar work situations.	Provide opportunities for student to work in a variety of situations. Monitor and evaluate performance; discuss with student.	All In A Day's Work.

WORLD OF WORK
Level 4
B. Career Planning and Exploration

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Why Work The student: Demonstrates independence through working.		
2. Job Awareness The student: Demonstrates knowledge of variety of jobs/careers available.	Have student cut out and display pictures from local paper illustrating different jobs.	
	Invite resource people from businesses, industries, unions and Chamber of Commerce to visit the classroom.	You and Your World. Work for Everyone.
	Compile a list of jobs classified by the students in various ways: - service and non-service jobs - part-time/full time - jobs that interest me and those that do not - those jobs available/not available locally.	Archway Occupational Academics Program. Your Kind of Job. Real People at Work. I Want To Be Books. Picture Interest Inventory. Canadian Occupations.
	Have students discuss experience of part-time work.	
	Provide opportunity for students to meet with career counsellors.	Turner Career Guidance Series.
	Have student collect several want ad sections from different newspapers and compare the classification system.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
	Have student check jobs that he feels he could do or would like to do.	Real People at Work.
	Have class visit and locate places in town where jobs can be found.	
Demonstrates understanding that jobs require different skills.	Have students select from classified ads jobs that they are qualified to do, then cut out and display on "vacancy" resource board.	
Demonstrates knowledge of requirements for practical job/career.	Compile a list of jobs demanding skills in mathematics, reading, oral skills, etc.	Career Search. Career Comparison Kits. Functional Work Phrases for Everyday Living.
	Visit specific training institutes.	
Explores careers through practical experience.	Provide opportunity for student to participate in work study/experience.	Work Experience Manual.
3. Job Demands		
The student:		
Demonstrates good work habits.	Have students make cartoon to illustrate safety lessons at work, or good (or bad) work habits. See Safety and Health sections.	Positive Attitude Posters.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
	Have a class discussion about ways in which present work habits will be helpful when student has a job.	
	Use recognition techniques such as awards, free time passes, bonus points and constructive discussion of good work habits.	
Demonstrates positive attitude towards work.	Have class collect and display Workers' Compensation Board posters.	Workers' Compensation Board posters.
Arrives on time for work.	Have student make and keep a time card for work study program. Collaborate with employer to fill in time student arrives and leaves.	Work Experience Manual.
	Have student calculate loss of wages through lateness, provide hourly rate.	
Completes most tasks assigned in various areas at home, school and on the job.	Have each student keep a task check list during work study. Check after a day/week to see if assigned jobs were completed.	So You Want A Job, Eh! A Good Worker. Your Job. The Nature of Work.
	Obtain parental cooperation to keep a check list of tasks to be completed at home.	Attitude and Safety posters.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates good listening habits.	Develop oral comprehension skills. Read story suitable for level and ask basic who, why, when, where type questions.	Getting a Job. Stories About Workers. How to Hold Your Job. World of Work Series.
	Have a class discussion: "Why listen to the boss".	
Demonstrates ability to relate to personnel in work stations and on the job.	Develop skills to enable students to demonstrate the difference between advice, orders and requests.	Job Attitudes. Sign Survival Poster Program.
	Have student complete open-ended sentences: "Perhaps you should ....."; "It might be nice if .....".	Turner-Livingston Communication Series.
Develops awareness of job routines.	Have class compare different job routines of work study placement.	
Travels anywhere in area independently.	Have student travel to work station independently.	

WORLD OF WORK
Level 4
B. Career Planning and Exploration

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates knowledge of qualifications required by the job.	Have a class discussion about skilled and unskilled workers, qualifications needed for job held in work study.	
Reads at level appropriate to work study requirements.	Teach student to read and understand work contract in work study placement.	
	Have student write down and record all functional words and phrases found at work station, e.g. exit, warning.	
	See Appendix for list of functional words.	
	Have student read employer's written instructions and messages.	Help! Telephone Directory. Fill in the Blanks. Forms in Your Life. How to Write Yourself. Sign Survival Poster Program. Sign-A-Mite. English for Adult Living. A Good Worker. I Can Make It On My Own.
Completes successfully specific courses for particular jobs.	Have student participate in relevant courses, e.g. business math, typing, record keeping, shop classes.	Real Life Reading. Real Life Reading and Writing on the Job.

WORLD OF WORK
Level 4
C. Finding A Job

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Awareness of Personal Abilities and Interests		
The student:		
Identifies jobs/careers which may be of interest to him.	Provide job descriptions, such as conditions involving: - full time/part time - day/night shift - working with people or machines.	Service Occupations. Work for Everyone.
	Have student locate specific local jobs that meet each condition, e.g. part/full time.	
	Have students decide which jobs they would choose.	
	Measure student's interest in career fields with an interest inventory.	Picture Interest Inventory. Help! Social and Prevocational. Information Battery.
	Have student choose job of most interest for work study.	
	Have a class discussion about student's hobbies if relevant to world of work, e.g. babysitting, helping on the farm.	
	Supply description of sample behaviors, e.g. anxious, patient, like to work, loner. Have student check which apply to him. See Understanding Self.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Recognizes that he cannot do certain jobs satisfactorily.	Match sample behaviors with job, e.g. child care-patience.	
	Under each want ad collected from local paper have student indicate the following information: - "Can I complete duties needed" - "Do I have the qualifications" - "Am I physically suited for the job".	Service Occupations. Work for Everyone.
	For work study set up job selection in such a way that student can choose a job to meet his interests and abilities.	
	Share work study employer's reports on each student with class, where appropriate.	
	Have a class discussion on good and weak skill areas, employer's actual expectations, and ways for skill improvement.	
Recognizes attributes he has that are important in the world of work.	For work study review jobs enjoyed most. Relate to factors of student interest and abilities.	
	See Understanding Self and Getting Along with Others.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
2. Awareness of Process		
The student:		
Demonstrates ability to use telephone in looking for a job.	For work study have student set up job interview, ask permission to work.	Finding Work.
	Use role play; have student use telephone to set up interview, find jobs, seek references, get job information.	
	Compile list of phone "helps": - why phone (to get information, to give information, to clarify, to introduce, to explain) - how to phone (speaking clearly, listening, not talking, asking to repeat if necessary) - who to phone (ask specific person, remember who called or answered).	
	Have student cut out industries and service ads from used directory, then locate and label on large scale map.	
	Use role play of job related telephone calls made with different purposes in mind, e.g. late, sick, checking facts. Record and review.	Help! Telephone Directory. Getting a Job.
Demonstrates knowledge of how to use newspaper "help wanted" columns to find jobs.		

WORLD OF WORK
Level 4
C. Finding a Job

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
	Have class collect, display and locate job in own home town, in another geographical location. Use several different newspapers.	
Reads and interprets all information in want ads.	Have student compile a file on part-time jobs available locally, using want ads.	
	Make a display chart of words and abbreviations found in want ads.	
	Have student write a want ad for any specified job.	
	Have student write a paragraph to answer a want ad.	
	Demonstrate procedures used in answering a want ad.	
	Have a class discussion about when to use the want ad. Include the advantages and disadvantages and compare with phoning or actual visit to personnel office.	You and Your World. All About Jobs. Guide to the Community.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
3. Personal Contact The student:		
Names person(s) who can assist him to get a job.	Have a class discussion about ways that part-time jobs have been located, e.g. by want ads, visit to work place, or personal contact.	
	Have student compile list of persons who could help him to choose or get a job, e.g. friend, teacher, parents.	
	Provide opportunity for student to discuss job availability with guidance counsellor.	
	In work study have student ask fellow workers how they got their jobs, share job experiences, ask for reference (if applicable).	
	Have student compile list and discuss types of personal contact, e.g. persons known, visit to work place, use of public employment services.	The Job Book. How to Get That Job. Finding and Holding a Job.
	Have a class discussion about advantages and disadvantages of types of personal contact.	
Demonstrates ability to be interviewed for job placement.	Have student arrange by phone or letter to be interviewed by prospective work study employer.	

WORLD OF WORK
Level 4
C. Finding a Job

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
	Have a class discussion about these interviews, outcome, ways improvement can be made.	
	For work study have student compile list of questions relating to work station, what day to work, what specific duties will be completed.	
	Have student compile list of questions and needed information relating to the job: - employee (relate previous experience, school programs completed, expectations).	Learn to Earn.
	Have student compile a list of interview do's and don't's. Include punctuality, speech conduct, manners and dress.	Getting a Job. Guide to the Community.
	Invite personnel officer from a local industry to describe the importance of the interview.	Mac Works in a Clothing Factory.
	Have student visit Canada Manpower office to find a job.	First Job Kit.
Writes personal data correctly on any application form.	Have student fill in application forms correctly. Have student make a list of the information the forms need for completion, e.g. name, age, job experience, S.I.N.	I Want a Job. Fill in the Blanks. Forms in Your Life. Forms in Your Future. How to Write Yourself. Application Forms. Looking into the Future. English of Adult Living. More Fill in the Blanks.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
	Provide opportunity for students to copy sample letter requesting a copy of birth certificate from Bureau of Vital Statistics, Edmonton.	40 Letters to Write.
	Have student visit Social Security office and find out how to obtain a S.I.N.	
	Have student fill in sample forms, noting the importance of neatness and accuracy.	
	Have student prepare application forms for local work study program, fill in details and follow procedure in returning.	Work Experience Education Handbook. High School Work Study Programs for the Retarded.
Writes letters of different types.	Have student write letters or postcards asking a favor or requesting information.	
	Provide the opportunity for student to correspond with a pen pal.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates ability to write letters of application.	Have student examine various types of letters to compare style, content and layout. Supply written letters with some important information missing. Have student spot the missing date, etc.	
Identifies and locates community and government agencies that assist in job placement.	Visit Canada Manpower office.	
States and explains services of community and government agencies.	Have student collect brochures and posters from Canada Manpower office. Compile list of services offered by community and government agencies.	
	Have a class discussion: "How you would use the services if you wanted higher wages; new job is wanted".	Guide to the Community.

WORLD OF WORK
Level 4
D. Keeping a Job

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Responsibility to Employer		
The student:		
Practises safety rules while on the job.	Have student write safety messages seen on posters at work, and compile list of safety words seen on job.	Shop Safety.
	Have a class discussion about examples of safety rules seen on job, examples of safety rules broken seen on the job.	Occupational Health and Safety Regulations.
	Have a class discussion about examples of safety, health regulations applied to specific jobs. Supply reasons for each regulation, e.g. food, construction.	
	Review questions about compensation benefits.	Questions About Compensation Benefits Answered.
2. Knowledge of Work Habits		
The student:		
Practises responsible work habits on the job.	Have student recall good work habits demanded for work study. Use work study report card for specific items on work habits.	Work Experience Education Handbook.

WORLD OF WORK
Level 4
D. Keeping a Job

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
	Have a class discussion about the challenge of a real job. List the difference in expectations between school and the world of work, e.g. working without supervision.	Keeping That Job.
	Have student compile and display list of ways to lose your job, ways to get a promotion.	
	Play game: supply key word such as lazy, honest, late and have students make up a sentence to include the word, e.g. the lazy worker was fired.	
	Have a class discussion about reasons why employers expect employees: - to be hard working - to be on time - to be honest.	
Explains how salary will be paid and what deductions may be taken from the pay cheque.	Have student write list of important facts to be understood regarding pay-cheque, e.g. pay dates, how to collect, deductions.	

WORLD OF WORK
Level 4
D. Keeping a Job

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
	Have a class discussion about the student's responsibility in handling personal financial matters. See section on Money Management.	Wages, Salaries and Paycheques.
	Have student fill out income tax form and describe what to do with it.	Getting A Job. Forms in Your Life. Math for Citizenship.
Demonstrates ability to get along with people in a variety of situations, e.g. school, community, job.		
Demonstrates knowledge, awareness and acceptance of individual differences.		

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates understanding of the concept of "dignity of labor".	Emphasize that student should do all tasks, including those considered less attractive, given by the employer; discuss the value of each student's work in work study. Provide flexibility with work study to allow some students choice of jobs.	
Demonstrates understanding of work legislation: - social insurance - unemployment insurance - minimum wage - workers' compensation - board of industrial relations.	Have a class discussion about "Why do we have work legislation?"	Getting a Job. Occupational Health and Safety. Regulations.
	Have student make a list of jobs that cannot be done by those under 18 years.	
Demonstrates knowledge how to utilize community services related to worker's right, e.g. Human Rights Commission.		Work Experience Education Manual.

HOME MANAGEMENT
Level 4
A. Clothing

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Care		
The student:		
Interprets washing, cleaning and care labels on articles of clothing.		Clothing: The Visible Self. Clothing Care Series. All About Clothes.
Demonstrates ability to do laundry.		
2. Selection		
The student:		
Chooses clothing appropriate for work or leisure.		
Chooses style, color and design appropriate to individual.		
Demonstrates ability to shop by use of catalogues.	Have student find particular articles in catalogue.	
3. Construction		
The student:		
Selects appropriate pattern, materials and accessories.	Provide practice in actual situations with student's own garments.	
Recognizes and uses safety rules in using sewing machine.	Have a class discussion about safety rules, using particular machines, e.g. cut thread with scissors, not teeth.	

HOME MANAGEMENT
Level 4
A. Clothing

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates ability to use sewing tools and machines.	Provide practice.	
Sews more complex garments.		

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Shopping		
The student:		
Interprets information on dated perishables.		
Demonstrates ability to prepare shopping list and buy items at a reasonable cost.	Write out list in class, then have students go to the store and select the foods which would be most reasonable. Have student prepare food budget from newspaper ads. Bring visit to packaging plants, wholesale buyers.	
Distinguishes between convenience stores and supermarkets.		The Comparative Shopper.
Demonstrates increasing skill in recognizing false advertising.		
2. Preparation		
The student:		
Demonstrates ability to use kitchen facilities in preparing more complex meal.		Exploring Foods.
Demonstrates ability to clean kitchen area after using.		Food and You. Look and Cook. Food and Nutrition.
Demonstrates ability to prepare menus for formal occasions.	Have student write menus, actually plan and make a meal.	Nutrition Series.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Prepares meals, including special dishes.		
3. Serving		
The student:		
Demonstrates ability to serve guests.	Have student plan and prepare a lunch at school and invite another class as guests.	
Demonstrates appropriate etiquette in a variety of settings.		
4. Preserving		
The student:		
Demonstrates knowledge of proper food storage, short and long term, e.g. canning, pickling, freezing.	Visit a cannery if possible. Use a home economics room and carry out canning or pickling procedures.	Keeping Food Fit - Storing/Freezing.
Participates in various methods of home preserving.		
5. Production		
The student:		
Identifies methods of food production, e.g. gardening, farming, fishing.	Have student make food lists, e.g. coming from gardens, farms, dairy, fishing.	
Assumes responsibility for chores related to food production, e.g. feeds chickens.		

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Selection The student:		
Demonstrates ability to use newspapers and other advertising to find out what type of housing is available.	Using magazines and newspapers have student prepare list on types of houses available, select type of house he wants. Invite speaker from various real estate agencies to discuss various types of housing in community and their costs.	Apartment Hunting series.
Demonstrates knowledge of income assisted housing.	Invite speaker from credit firm to explain various plans.	
Chooses house on basis of needs and budget.	Have student plan a hypothetical budget for various types of families and wage earners and ask him to select housing in reference to that budget.	Planning for Your Own Apartment.
Recognizes and demonstrates responsibility related to taxes, neighbors, landlords, community.	Have student interview tenants and landlords. Have a class discussion on interpersonal relationships between neighbors. Invite guest speakers to talk about responsibility in terms of taxes, landlords, the community, etc.	

C. Maintaining the Home

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
2. Furniture and Furnishings		
The student:		
Identifies harmony in color, texture and styles.	Have student plan a color scheme for a bedroom, living room, etc.	
	Have class collect and discuss pictures illustrating different color harmonies. Use colored slides in various color schemes in rooms.	Exploring Homemaking and Personal Living.
Demonstrates ability to choose furniture for maximum efficiency, e.g. practicality, safety, beauty, cost.	Have class study dwellings, furnishings and equipment that is needed to make a practical home.	
	Suggest an income for a beginning family and have student determine the money allotted for furniture.	Inexpensive Apartment Decorating.
3. Care and Maintenance		
The student:		
Demonstrates efficient methods of performing daily household tasks.	Assign each student specific tasks in classroom, school or home. If home economics room is available, use it for task analysis.	
Demonstrates ability to take care of yard, fence, etc.	Provide opportunity for student to learn extended yard maintenance, e.g. pick up garbage, trim bushes.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student: Estimates cost of doing own work and compares with cost of hiring repairmen. Demonstrates increasing ability to do basic repairs and maintenance, e.g. fix small appliances, repair tap, painting.		

HOME MANAGEMENT
Level 4
D. Child Care

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates ability to show love, warmth and respect for children and infants.	Have student help children in E.C.S. or day care centres.	
Demonstrates awareness of responsibilities of parenthood.		The Family series.
Demonstrates knowledge of the development (physical and emotional) of the young child.		
Recognizes emotional and physical needs of children.		

MONEY MANAGEMENT
Level 4
A. Earning Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates knowledge of coins and bills in combination.	Use role play of store using variety of coins and bills. Have student exchange equivalent amount for larger amounts up to $20.00.	Money Math. Money Matters.
Calculates money earned: - gross/net pay - regular/overtime - weekly, monthly, annually.		Chequing Accounts, Cheques and Stubs. Wages or Salary or Paycheques. Getting Ready for Pay Day. Big Deal.
Reads, interprets and demonstrates understanding of terms and figures on cheque stub, e.g. union dues, unemployment insurance, C.P.P.	Have student make pie charts (or similar graphic work) to show how deductions vary from one statement of income to another.	Banking, Budgeting and Employment. The Bank Book. Math for Employment I and II. Math for Citizenship.
Demonstrates knowledge of sources of income other than wages, e.g. family allowance, welfare payments, unemployment insurance.		
Identifies factors that affect wages, e.g. training, time, danger, seasonal work.		
Identifies other media of exchange, e.g. cheques, credit cards.		

MONEY MANAGEMENT
Level 4
B. Spending Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Where to Buy		
The student:		
Compares and contrasts buying through different outlets, e.g. retail, wholesale, mail order.		Guide to the Community. Basic Skills Curriculum Guide. Math for Employment I and II. Planning Meals and Shopping. Swindle. Shopping Lists, Game II. Budget. Let's Go Shopping.
2. How to Buy		
The student:		
Calculates cost of different methods of payment.	Provide opportunity for student to examine C.O.D. bills and charge bills to see if interest has been added.	
	Have student research and report on cost of using credit over cash.	Easy Money. Let's Go Shopping. Managing Your Money.
Estimates approximate value of goods to be purchased (see Computations section).		
Develops budget for household management, including groceries, clothing, utilities, etc.		Money Management.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Explains what credit is.	Have student write list of personal needs that can be bought on credit.	Math for Adult Living. Math for Family Living.
	Have a class discussion about pros and cons of credit.	Math for the Worker.
	Invite resource person to answer questions prepared by students or present anonymous case histories.	How Money and Credit Help Us.
	Show films on credit use and abuse.	Credit Buying series.
Calculates cost of credit.	Have a class discussion about examples of borrowing in the family, effects of borrowing on family members.	
	Have student calculate payments due on a given loan period and equate this to given wages, or find out how to get this information.	Math for Banking.
3. What to Buy		
The student:		
Describes essential and non-essential goods and services for basic living needs.	Have students discuss what goods and services they could do without.	Department Store Math. Budget.
	Make a checklist of goods and services and have student rank these in order of importance to him.	Monopoly. Market Math Dial. Easy Money. Budget.

MONEY MANAGEMENT
Level 4
B. Spending Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
	List major items that should appear on a family budget, cover different time periods.	
Calculates personal budgets for different family sizes and over varying time periods for a casual worker, full time worker, unemployed worker.	Provide sample budgets and cost data and have student make appropriate decision as to what to buy.	Planning Meals and Shopping. Managing Your Money.
	Use role play about family discussing needed cutbacks in personal spending after layoffs.	Dollars and Sense. Math for the Worker.
	Have student work out budget, weekly, monthly, yearly, with items clearly indicated.	Money Math. Pacemaker Practical Arithmetic Series.
Explains what is meant by 'value for money'.	Have student calculate unit price from multiple prices, e.g. 3/79¢, and calculate savings, if any.	
Describes examples of misleading advertising on television, radio, newspaper.	Use television, radio and printed advertisements to have student detect examples of misleading advertising.	Consumer Education. Getting Down to Basics About Advertising.
	Provide opportunity for student to watch appropriate television program.	
	Have student compare prices of common items in local stores, catalogue, sales flyer, and record results.	
	Have student examine yellow pages.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates understanding of concept of warranty/ guarantee.		
Demonstrates ability to utilize Better Business Bureau and Consumer Protection groups.		Consumer Education.
Pays bills on time.	Have student keep record of income, bills and payments made. See Money Management.	
4. When to Buy		
The student:		
Demonstrates ability to use discriminatory tactics when purchasing.		

MONEY MANAGEMENT
Level 4
C. Saving and Borrowing

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Explains in his own words why it is important to save.	Compile a poster to illustrate essential and non-essential services that we buy.	Getting Ready for Pay Day, Book 2, Savings Account.
	Obtain parental approval to have student estimate cost of services for an initial home.	
	Play game, "I would like to buy".	
Names places where money can be saved.	Have student find out what services the bank offers, ask teller or bank manager.	
	Have student locate safety deposit box and see how it is used.	
	Visit banks to determine if all banks give the same type of services.	
Explains how he would choose an appropriate banking service.	Take field trips to banks to determine if there is a bus service, if it is conveniently situated (near home, work), if bank offers good service.	
Calculates how much savings are in his account.	Provide practice, using simulated bills, deposits, balance sheet, etc.	Shopping Lists, Game II.
	Provide worksheet and have student perform simple calculations to determine interest on savings, e.g. 5%, .05 x amount.	Big Deal. Money Management.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates ability to utilize banking services.	Have student open chequing account, calculate service for, if any, and make an initial deposit.	Math for Citizenship. Math for Adult Living. Math for Family Living. Math for the Worker.
Describes circumstances when borrowing is and is not appropriate.	Provide sample case studies and have students decide if borrowing would be appropriate.	

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES
Level 4
A. Fundamentals of Movement

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates proficiency in most combinations of movements.	Provide opportunity for practice in most combinations of movements.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates a greater proficiency in games and sports (see level 3).	Use actual team and game situations for most sports.	I Can Kits. ERCAPEP Physical Education Program - Secondary.
Participates in recreational activities in school and community.	Provide opportunity for student to participate in intramural sports. Present recreational sports that students are likely to participate in after leaving educational system. Use community recreation and private sports facilities.	

C. Social Skills Related to Games and Activities

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates respect for other's property.		
Practises acceptable behavior.		
Practises sportsmanship in team games.		
Practises sportsmanship in individual activities.		
Demonstrates ability to budget time for active use of leisure time.	Have a class discussion about the use of leisure sports, activities, hobbies and facilities. Have student take part in leisure activities.	

LEISURE/RECREATION SKILLS
Level 4
A. Art

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Cutting, Tearing, Fastening		
The student:		
Demonstrates increased ability to sew, lace, tie, pin and staple in making constructed items.		
Demonstrates increased ability to make mobiles using paper shapes.		
Demonstrates increased ability to make collages.		
2. Constructing		
The student:		
Builds imaginative toys from familiar materials.	Have student make puppet stages and backdrops.	Cardboard Carpentry Workshop. Corrugated Carton Crafting. The Further Adventures of Cardboard Carpentry.
3. Drawing and Painting		
The student:		
Demonstrates a greater use of background detail.	Provide practice in drawing natural size objects.	
4. Modeling		
The student:		
Demonstrates increasing ability in using the slab method.		
Demonstrates increasing ability to do sculpture in clay or other media.		

LEISURE/RECREATION SKILLS
Level 4
A. Art

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
5. Print Making		
The student:		
Demonstrates ability to print on two-dimensional shapes cut and torn from various kinds and colors of paper.		
Demonstrates ability to do silk screening.		
6. Weaving and Stitching		
The student:		
Cuts and pastes shapes on burlap and enriches with stitches.		
Weaves simple textured and vari-colored weaves on looms.		
Makes a simple bag or belt for own use.		
Makes a cooperative hanging for classroom.		

LEISURE/RECREATION SKILLS
Level 4
B. Music

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Listening		
The student:		
Develops increased ability to recognize tonal relationships.	Whenever appropriate integrate the student into the regular music program.	
Increases his listening repertoire.		
Practises good listening habits while extending the length of time he listens to musical selections.		
2. Singing		
The student:		
Recognizes that the relative position of the notes in the staff indicates melodic direction.		
Demonstrates awareness of customs, people and heritage through songs.		
Performs individually, where appropriate.		
3. Playing		
The student:		
Demonstrates increased ability to play tonal patterns.		

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student: Demonstrates increased ability to read a music score. Demonstrates increased ability to play both rhythm and melody instruments. 4. Rhythmic The student: Demonstrates ability to reproduce rhythmic patterns. Demonstrates ability to express simple rhythmic patterns in many ways. Expresses rhythm patterns in singing, playing and dancing.		

LEISURE/RECREATION SKILLS
Level 4
C. Drama

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Continues to develop skills and techniques listed in level 3.		
Demonstrates ability to use senses as tool to develop a character.	Develop simple multisensory activities in dramatic situations.	
Demonstrates knowledge that his response to a presentation provides feedback to the players.	Provide a variety of audience experiences.	
Demonstrates increased skill in communicating ideas and feelings.		
Demonstrates increased skill in social interaction.		
Demonstrates increased personal responsibility.		

LEISURE/RECREATION SKILLS
Level 4
D. Crafts and Hobbies

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Engages in the following activities according to interests and abilities: - gardening and plant care - fly tying - lapidary (work and clubs) - pet care - collections (stamps, cards, insects, etc.) - handicrafts.	Provide opportunity for student to express own creative ability.	Recreation and Leisure Time Workbook. Starting Points.
NOTE: This is not intended to be an all inclusive list.		

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
Level 4
A. Home and Family

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Assumes roles and responsibilities, associated with being an independent adult.	Have a class discussion about major concepts.	
Makes decisions independently concerning the welfare of the family.		Parenting.
Communicates cooperatively with agencies which affect the family unit.		

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies significant educational authorities by role.		
Assumes responsibility for personal and public property.		
Demonstrates respect for the personal property of others.		
Assumes a delegated position of authority in a responsible manner.	Assign students to positions of authority and have them work cooperatively on responsibilities of the position.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Participates in the community in a variety of roles.		Working for Canadians. Working Together.
Identifies immediate neighboring countries.		
Explains the purpose and meaning of Canadian flag and anthem.		
States the roles of common federal helper agencies.	Take field trips to federal and provincial buildings. Invite guest speakers to class.	
Identifies common federal facilities and agencies, e.g. Department of Tourism.		
Locates and utilizes government services.		
Demonstrates awareness of cultural differences throughout the world, e.g. language, customs, currency.		
Demonstrates awareness of various levels of legislation.		
Demonstrates understanding of legal rights and responsibilities.		

D. Current Events

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Discusses major local, provincial, national news stories.	Have a class discussion about news stories. Have student give a verbal summary of a newscast. Take field trip to a radio station, television station, newspaper.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Ecology		
The student:		
Identifies the positive/negative effects of man's intervention in nature.	Invite resource persons such as park wardens, Parks and Wildlife representative to speak to class.	
Practises responsibility with regards to the natural environment.	Have students set up a model NO TRACE camp in a nearby park, complete with tent, cooking equipment, etc. Have them dismantle the site without a trace of their having been there at all (no cut branches, no fire marks, no litter, no tent peg holes, etc.). Have students prepare a "checklist" of do's and don't's for a family holiday trip.	Town or City By-Laws. Government Environmental Resource Materials Guide.
Demonstrates knowledge of reasons why fees are charged, e.g. park fees, license fees.	Have class study provincial and federal park regulations which are available from the respective governmental agencies. Have students write letters requesting these publications.	Parks Canada Catalogue. Alberta Recreation, Parks and Wildlife Pamphlets.
2. Natural Phenomena		
The student:		
Demonstrates understanding of natural disasters, e.g. tornado.		

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates knowledge of long term effects of weather, e.g. dry summer-poor crop.		Living Well in Times of Scarcity.
3. Energy		
The student:		
States advantages/ disadvantages of various energy sources.		
Demonstrates knowledge of non-renewable resources.		
Demonstrates responsibility in making energy-consumption decisions.	Have a class discussion about advantages of carpools, public transit, etc.	
4. Pollution		
The student:		
Demonstrates correct disposal methods, e.g. napkins, dish water.	Arrange a camping trip of an overnight duration to practise many of these principles. Involve a few parents.	Water Pollution: A Citizen's Handbook.
Recognizes his right to speak out if he sees an environmental offence that affects his enjoyment of nature or his health, e.g. smoking.		

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates knowledge of the regulations in existence to protect the environment.	Have student examine city by-laws governing noise, weed control, waste disposal and apply to his specific life situation.	
States fines that can be levied for littering, illegal dumping, improper weed control, etc.	Have students tour an industry that has been under public pressure to up-grade anti-pollution devices; or an industry which has a fine reputation as environmentally aware to examine the measures that are taken to prevent or reduce impact.	
	Have student register as member of the C.Y.H.A. and learn the procedures that are followed when using those facilities.	
Examines one field of work that is carried out in the natural setting, e.g. landscape worker, tree nursery worker, lumber or forestry worker.	Show films from the National Film Board dealing with the topic of career exploration and choice.	
	Take field trip to industries relating to the environmental field to expose the student to real life situations.	
	Arrange a career day/week and invite visitors to come into the school to talk about their jobs and to answer questions on the spot.	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
Level 4
E. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
	Have student locate in the Dictionary of Occupations the environmental health hazards inherent in various jobs, e.g. mining - black-lung.	
Demonstrates knowledge of environmental service industries.		
Demonstrates knowledge of responsibilities involved with car ownership.	Provide opportunity for students to learn a basic set of consumer skills related to proper car maintenance, e.g. work experience relationship with a neighborhood service station. Have a class discussion about: - pollution from gasoline exhaust through poor emission controls or carburetor maladjustment - noise pollution from by-passed muffler - damage to the environment from off-road driving - excessive fuel consumption from too high speed - carbon monoxide poisoning.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
5. Conservation		
The student:		
Practises various methods of conservation, e.g. recycling paper.		
Demonstrates knowledge of reasons for conservation, e.g. cost.		
6. Safety		
The student:		
Demonstrates competency and safety in the performance of several out-of-doors activities about the home, e.g. use of the lawn mower, care a and use of a rototiller, proper use of a step or extension ladder.	During industrial education program have student practise small engine repair and maintenance. Invite the school caretaker to instruct the student in proper use of the lawnmower.	
Demonstrates ability to practise survival methods.		
Practises water safety, e.g. swimming and boating.		
Demonstrates knowledge of possible dangers of various terrains.	Have a discussion about risks involved in travel on frozen lakes, icy roads, etc.	

APPENDIX A

OVERVIEW

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS A. Knowledge of Self 1. Personal Characteristics/Self Identification			
The student:	The student:	The student:	The student:
States/writes full name, age, full address, telephone number. P. 1 States name of school, names of family members. P. 1	States/writes: - locality, province, ethnic background - ages of family members - birthdate - classroom number. P. 66		
Identifies: - self in photograph - others by sight or in photograph - boys and girls by name - property by appropriate labels. P. 1		Identifies extended family relationships. P. 129 Identifies self from descriptions by others with regard to physical characteristics and behavioral characteristics. P. 129	Identifies the need and function of self-identifying information, e.g. student I.D. card, social insurance number, birth certificate. P. 217
Identifies: - some areas of strength (things he can do well) - some areas of interest. P. 1	Identifies, demonstrates or describes: - some interests or preferences - abilities or talents (sports, arts, cooking) - physical limitations (poor vision, lack of strength). P. 66 Distinguishes between fantasy and reality; indicates what is real, what might be real, what cannot be real in stories and in other media, and defends his answer. P. 66	Identifies or describes: - increasing number of interests or preferences - abilities or talents - physical limitations. P. 129 Recognizes ways in which people vary in areas of strength, weakness, interests. P. 129 Distinguishes between fantasy and reality with regard to aspirations, planning for a variety of vocations. P. 129	Relates personal interests, abilities, limitations to selection of vocational and avocational activities. P. 217 Selects two or more areas for work study experience which are consistent with interests, abilities, limitations. P. 217 Describes the type of person he would like to be and indicates ways in which he can achieve this, e.g. grooming, study, being more considerate. P. 217

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
The student:	The student:	The student:	The student:
			States and discusses educational and personal characteristics required for a variety of vocations. P. 218 Identifies those vocations for which he will have the appropriate characteristics. P. 218
2. Physical Self			
Identifies the five senses (vision, hearing, taste, touch, smell) and indicates body part involved. P. 2	Interprets and categorizes: - visual image - sounds - tastes - smells - tactile experiences (color, shape, texture, intensity, flavor). P. 66	Interprets and categorizes sensory input with increasing ability. P. 130	
Recognizes sex differences between male and female. P. 2	Identifies sex differences between males and females, including appropriate identification of primary and secondary sexual characteristics. P. 67 Recognizes concepts related to growth and development: age, height, weight, strength, increasing knowledge and skills. P. 67 Identifies physical differences among people; knows how he is the same and different from others. P. 67	Identifies physical sex changes and feelings arising from awareness of sexuality. P. 130 Identifies physical changes resulting from growth and development, and demonstrates awareness of their universality, e.g. height, weight, body hair, voice change. P. 130 Identifies the effect of physical differences, e.g. size and strength. P.130	Demonstrates knowledge of: - intercourse - pregnancy - birth control - birth - venereal disease - pornography - and community services relating to these. P. 218 Demonstrates understanding of current sexual slang. P. 218
Begins to develop body image; identifies body parts and use. P. 2	Describes physical characteristics (including facial features) of self and others. P. 67	Indicates which physical characteristics can/cannot be changed, e.g. hair color, eye color. P. 130	Identifies the effect of physical handicaps or disorders (selection of activities, self-concept) on self and on others. P. 219

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
The student:	The student:	The student:	The student:
Measures height and weight. P. 2	Identifies and explains the relationship between age/size, height/weight. P. 67		Behaves in an age-appropriate manner with respect to sexual behavior. P. 131
Practises sex-appropriate behavior: - knows sex - distinguishes sex by names and appearances - is independent and appropriate in toileting - maintains and respects privacy - does not stimulate self in public. P. 2			Practises appropriate public sexual behavior, e.g. discriminatory restraint, regard for setting. P. 218 Identifies and demonstrates ways of improving personal appearance, e.g. grooming, exercise, diet, clothing selection. P. 219
3. Emotional Self			
Identifies specific emotions in self and others (happy, sad, angry, fearful, left out) from facial expression, posture, verbalizations. P. 3	Identifies specific emotions in self and others: excited, nervous, happy, sad, angry, fearful. P. 67	Identifies increasing number of emotions in self and others with increasing skill; recognizes mixed emotions or changing emotions. P. 131	Identifies an increasing number of emotions in self and others. P. 219
Identifies emotions from a variety of stimuli, e.g. pictures, stories, pantomime. P. 3	Identifies emotions from a variety of stimuli. P. 67	Distinguishes between degrees of emotion, e.g. pleasant-ecstatic. P. 131	Demonstrates increasing awareness of mixed and changing emotions and moods; articulates emotional states with accuracy. P. 220
Recognizes that people can make each other happy or sad by things they say or do. P. 3	Identifies causes of emotions. P. 68 Identifies consequences of emotional reactions; recognizes signs of stress in self and others. P. 68	Demonstrates increasing awareness of causes of emotional reactions. P. 131 Recognizes the relationship between emotion and behavior. P. 132	Predicts emotional reaction of self and others in a given situation. P. 220
Indicates when he is feeling uncomfortable. P. 3 Practises simple relaxation techniques P. 3	With guidance, practises relaxation techniques. P. 68	Recognizes and categorizes the cause of stress in self and others, e.g. threat, conflict, frustration. P. 133	Recognizes that emotional states vary with the individual and circumstances. P. 220

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
The student:	The student:	The student:	The student:
	Recognizes relationship between stress and physical symptoms. P. 69	Demonstrates increased coping strategies in controlling emotions in a variety of settings: - handling positive and negative feelings - handling ambivalent feelings. P. 133	Identifies and discusses ways in which some stress is beneficial rather than harmful, e.g. pressure to complete a task. P. 221
	Recognizes and states causes of stress, both physical and psychological. P. 69	Identifies and discusses appropriate ways of dealing with stress. P. 133	Practises coping with stress in a number of ways. P. 220
		Identifies and discusses appropriate ways of dealing with stress. P. 133	
Expresses emotions appropriately with respect to situation. P. 4	Expresses emotions appropriately: - in a variety of situations - with varying intensity - with regard to the relationship. P. 69	Demonstrates increased skill in expressing emotions appropriately with regard to: - situation - intensity - relationship. P. 133	Expresses and controls emotions appropriately in a variety of settings. P. 221
Controls emotional reaction to stressful situations (criticism and blame, friendly teasing). P. 4	Utilizes appropriate verbal or physical behavior instead of aggressive acts in response to provoking situations. P. 69	Recognizes and avoids potentially provoking situations in familiar surroundings. P. 133	Demonstrates increasing skill in recognizing and avoiding potentially provoking situations, including unfamiliar situations. P. 221
	Recognizes how a stressful situation could have been avoided or handled more appropriately. P. 69		
B. Social Relationships 1. Needs and Motivations			
Demonstrates knowledge of the basic physical needs. P. 5	Distinguishes between needs and wants. P. 70	Identifies human needs which are physical and those which are emotional. P. 134	
	Places basic needs in priority in given situation. P. 70	Distinguishes between long and short term goals. P. 134	Categorizes needs by immediacy and importance. P. 222

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
The student:	The student:	The student:	The student:
	Identifies basic needs of safety, belonging and acceptance in addition to physical needs. P. 70	Sets personal goals. P. 134	
Identifies who provides these basic needs for him. P. 5	Identifies how basic needs can be provided for. P. 70 Recognizes the relationship between behavior and needs or motives. P. 70	Identifies personal needs existing at the present, e.g. independence, competence, acceptance, protection. P. 134	Identifies personal needs which may exist in the future or in unfamiliar situations. P. 222
Identifies situations in which people need help or protection (ill, hurt, lost) in real or fantasy situations. P. 5	Identifies an increasing number of situations in which people need help, e.g. when feeling alone, left out, rejected. P. 70		Recognizes clues to moods and attitudes of those being asked for assistance. P. 222
		Identifies ways in which personal needs can be met: - by himself - by others. P. 134 Identifies ways in which he can meet the needs of others. P. 134 Recognizes situations in which the needs of self and others may come in conflict. P. 134	Identifies ways in which predicted needs can be met by himself or others. P. 222 Identifies situations in which satisfaction of personal needs must be delayed or foregone because of the needs of others. P. 222
Identifies sources of help for specific problem situations, e.g. cut finger, lost mitten. P. 6	Identifies sources of help including family, school, community, health and mental health personnel. P. 71	Identifies ways of coping with conflict situations. P. 135	Identifies when two personal needs may be in conflict, and suggests appropriate resolution of the conflict. P. 222
2. Factors Affecting Relationships			
Categorizes familiar and unfamiliar people in terms of age and role. P. 6			

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
The student:	The student:	The student:	The student:
	Given a situation, indicates appropriate responses including respect, protection, cooperation and sharing, to persons of varying ages and status, e.g. baby, peer, adult. P. 71	Recognizes that age and status differences affect the ways in which people related to one another; indicates how age and status differences affect: - child to adult relationships - child to child relationships - adult to adult relationships - boy/girl relationships. P. 135	Recognizes: - that children need experience - that adults are expected to be independent and responsible. P. 223
Categorizes familiar people in terms of familiarity, e.g. family, friend, acquaintance, teacher. P. 6	Given a situation, indicates appropriate responses to persons of varying roles, e.g. sibling, classmate, stranger-child, stranger-adult. P. 71	Recognizes that the degree of intimacy affects the ways in which people relate to one another and indicates these. P. 135	Recognizes that roles can change from time to time and from situation to situation, even when people involved remain the same. P. 223
Distinguishes girls from boys in a variety of ways, e.g. name, appearance, pictures. P. 6	States/lists ways in which boys and girls are similar/dissimilar, e.g. interests, activities, behaviors, expression of emotions. P. 72	Recognizes that sex affects the ways in which people relate to one another and indicates these. P. 135	Recognizes: - that roles associated with a given sex are changing - there are expectations associated with sex roles and violations of these may meet with disapprobation. P. 223
		Categorizes behaviors, attitudes, interests as "masculine" and/or "feminine". P. 136	
3. Handling Social Interaction 1. Expressive Communication Skills			
Communicates in a number of ways: gestures, speaking, writing, facial expressions. P. 6	Communicates the same message in two or more different modes. P. 72	Demonstrates increasing skill in using different communication modes. P. 136	Demonstrates increasing skill in using communication modes. P. 224

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
The student:	The student:	The student:	The student:
	States/lists advantages and disadvantages of different types of communication. P. 72	States/lists advantages and disadvantages of different types of communication; identifies situations in which a specific type of communication is appropriate. P. 137	States/lists advantages and disadvantages of different types of communication. P. 224
	Identifies situations in which a specific type of communication is appropriate. P. 72	Demonstrates some proficiency in more formal types of communication: debate, discussion, meetings, interviews. P. 137	Identifies situations in which a specific type of communication is appropriate. P. 224
Communicates with others in a socially acceptable way: - taking turns - getting attention before speaking - showing courtesy when another is speaking. P. 7	Communicates effectively with others in socially appropriate ways: - extending and receiving greetings - giving and accepting compliments - apologizing for breaches of social conduct. P. 72	Communicates effectively with others. P. 137	Communicates effectively with others in a wide variety of settings. P. 224
Obtains information from others by asking appropriate questions. P. 7	Identifies some blocks to communication, e.g. interrupting, blaming, irrelevant comments. P. 73	Identifies a wider number of blocks to communication, e.g. putting down, dominating, judging, plus those in Level 2. P. 137	Identifies a wider number of blocks to communication, e.g. confronting, interpreting, advising. P. 224
Responds to questions of others: gives information when asked. P. 7		With increasing accuracy ascertains whether the message he is trying to communicate is understood. P. 137	With increasing accuracy ascertains whether the message he is trying to communicate is understood. P. 225
Communicates basic feelings to others, e.g. happy, sad, hurt. P. 7	Communicates a wider range of feelings to others. P. 73	Communicates: - a wide range of feelings with increasing accuracy - mixed or ambivalent feelings. P. 138	Communicates a wide range of feelings with increasing accuracy, including mixed or ambivalent feelings. P. 225

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
b. Receptive Communication Skills			
The student:	The student:	The student:	The student:
Responds to both oral and gestural communication. P. 7 Follows simple oral directions. P. 7	Demonstrates comprehension of a simple activity by: - describing it - identifying the main idea - paraphrasing - answering question. P. 73	Demonstrates use of different types of listening for different purposes: passive, appreciative, attentive, analytical. P. 138	Demonstrates understanding how the use of gestures, asides, satire, voice inflection affects meaning, e.g. bias, prejudice, propaganda. P. 225
Demonstrates good listening skills. P. 7 Identifies when another person is attending/listening. P. 7	Demonstrates good listening skills. P. 7 Identifies behaviors which show when a person is/is not listening or attending. P. 74	Listens/attends to increasingly complex instructions with comprehension. P. 138 Separates fact and opinion. P. 139 Identifies feelings of speaker. P. 139 Lists behavior which indicates feelings of speaker. P. 139	Becomes a more effective listener by "checking out" what the speaker is saying, both affective content and informational content. P. 226
c. Problem Solving and Decision Making			
Makes personal decisions in the classroom. P. 8	Identifies what information is needed prior to making a decision. P. 75	Demonstrates understanding of the terms: - problem - decision - consequences - solution. P. 139	
Participates in decision-making process. P. 8	Given the steps to problem solving, demonstrates understanding of the process by solving problem. P. 74	Applies the steps of problem solving to new and personal experiences with minimal supervision. P. 139	Applies steps in problem solving to new and personal experiences or situations. P. 226

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
The student:	The student:	The student:	The student:
Identifies a problem situation and suggests possible solution to the problem. P. 8	Demonstrates an initial awareness of how problems are caused, e.g. factors relating to problem. P. 74	Demonstrates an increased awareness of how problems are caused. P. 139	Demonstrates knowledge of how potential problem situations can be avoided. P. 226
Recognizes possible consequences of decisions. P. 8	Demonstrates increased awareness of possible consequences of decisions. P. 74	Demonstrates ability to evaluate most appropriate solution. P. 139 Demonstrates increased awareness of possible consequences of decisions. P.139 Recognizes: - choice-points in personal life - the fact that a decision has to be made - that accurate and complete information base aids in appropriate decision making. P. 140	Makes decisions in an appropriate manner: - obtaining available information - weighing alternatives - evaluating possible consequences. P. 226
Participates in conflict management strategies, e.g. taking turns, apologizing, soliciting interventions, sharing. P. 9	Identifies conflict situations. P. 75 Applies a variety of conflict management techniques under the direction of the teacher. P. 75		
Demonstrates decreasing use of inappropriate conflict management techniques: violence, tattling, flight, etc. P. 9	Identifies conflict management techniques which are inappropriate. P. 75	Demonstrates increasing ability to: - identify conflict situations - apply constructive conflict management techniques with increasing independence: compromising, threat-free explanation, distracting, abandoning, exaggerating, humor. P. 140	Applies conflict management strategies to new and personal experiences and situations; articulates the strategy being used. P. 227

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
4. Rules and Routines			
The student:	The student:	The student:	The student:
When given a situation at home or at school states the expected behavior: sharing, consideration, respect, cooperation, good manners. P. 9	Identifies school rules and recognizes breaking of rules. P. 75	Identifies rules of behavior in a variety of familiar situations, e.g. field trips, parties, sports activities. P. 141	Identifies probable rules in a number of unfamiliar situations, e.g. on the job, public facility. P. 227
Follows simple rules in the classroom and on playground. P. 9	Follows rules of appropriate behavior in school and on the playground. P. 75	Follows rules of appropriate behavior in a variety of situations. P. 141	Follows rules of appropriate behavior in a variety of unfamiliar settings. P. 227
Identifies inappropriate behavior in familiar situations. P. 10	Identifies situations which require the establishment of routines or rules in school or on the playground. P. 76	Formulates routines/rules for familiar situations and identifies consequences. P. 141	Identifies the potential consequences of breaking rules in a variety of unfamiliar situations. P. 227
Identifies consequences of breaking rules. P. 75			
Identifies the consequences of breaking simple familiar rules at home and school. P. 10			
Demonstrates understanding that routines and rules made by the group may be modified, depending on the situation, e.g. rules for games. P. 10		Identifies ways in which rules made by others may be modified, e.g. voting. P. 141	Formulates rules for unfamiliar situations, and identifies consequences. P. 228
Identifies rules which cannot be changed and routines which can be modified. P. 10	Identifies the need for routines and rules (order, protection, equality). P. 76	Identifies the need for rules, even when consequences are not automatic. P. 141	Recognizes the need to abide by rules even when not agreeing with them. P. 228

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
5. Social Roles			
The student:	The student:	The student:	The student:
Identifies roles associated with the family. P. 10	Identifies roles associated with the school and enumerates some of the characteristics of these roles. P. 76	Identifies roles associated with the community. P. 141	Identifies roles in unfamiliar and broad situations. P. 228
States some characteristics of these roles, e.g. mother, father, sister. P. 10	Recognizes the commonalities when different people assume the same role, e.g. teacher, friend, student, nurse. P. 76	States/lists some of the characteristics of these roles, e.g. adult, child, girl-friend, customer, various work-related roles. P. 141	Ascribes probable characteristics to these roles, e.g. boss, sex roles, employee. P. 228
Identifies leaders within the classroom/playground. P. 11	Assumes leader roles: - in the classroom/playground - with peers in structures situations (games, classroom activities). P. 76	Recognizes the difference between official and unofficial roles, e.g. president vs. friend. P. 142	Recognizes that although roles have commonality, personal interpretations are possible, e.g. similarities and differences between teachers, mothers. P.228
Recognizes the authority and responsibilities associated with the parental role. P. 11	Demonstrates initial recognition that roles may involve rights and privileges, duties and obligations. P. 76	Recognizes that a given person may assume several roles at the same time, e.g. student, cub leader, child. P. 142	Recognizes that a person must assume different roles at different times in his life, e.g. child, parent, student, employee. P. 229
			Recognizes that conflict may arise when people behave in ways not consistent with other's role expectations, e.g. parents who abandon children, ministers who swear. P. 228

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
6. Values and Social Expectations			
The student:	The student:	The student:	The student:
Identifies cultural differences of people in the classroom or immediate community, e.g. different families, costume, food, language. P. 11	Demonstrates initial awareness of differences in culture. P. 77	Demonstrates understanding of the relationship between social customs and values. P. 143	Recognizes that values and social customs vary with culture. P. 229 Recognizes that a custom or value appropriate in one setting may not be so in another, e.g. Hutterite vs. an ordinary farmer. P. 229
Recognizes some basic values, e.g. honesty, kindness, cleanliness. P. 11	Recognizes basic societal values: honesty, kindness, helpfulness, cleanliness, cooperation, courtesy. P. 77	Determines a person's values from his goals, interests, attitudes, feelings, activities, problems, aspirations, beliefs. P. 143	Relates personal values to those of society. P. 229
	Given examples or situations, indicates the behavior which best illustrates a given value. P. 77	Demonstrates increasing awareness of personal values by stating what he would do in a given situation, and explaining why. P. 143	Demonstrates understanding of how group opinion affects personal value system. P. 229
		Recognizes some alternative behaviors which others might engage in the same situation, e.g. have a date but no money. P. 143	
		Demonstrates the need for protection of self and property. P. 144	
		States simple rules and recognizes the breaking of these, e.g. golden rule, school class rules, rules for games (see Rules and Routines). P. 143	Recognizes when personal and societal values come in conflict and attempts to resolve and conflict. P. 230

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
The student:	The student:	The student:	The student:
	Recognizes violation of basic societal values: loyalty, respect, acceptance, freedom, equality, empathy, responsibility, interdependence, individuality. P. 77	Demonstrates some understanding of the relationship between moral values and laws, e.g. justice, freedom, equality, responsibility, honesty. P. 144	Recognizes the prevalent moral structure in the society and articulates instances of it. P. 230 Demonstrates understanding of the concepts of human rights, e.g. dignity and equality. P. 230
TRAVEL			
A. Ways to Travel			
Identifies ways people can travel: walk, bicycle, school bus, private and public transportation. P. 12	States the advantages and disadvantages of various modes of travel: walking, bicycle, bus, train, plane. P. 78	States the advantages and disadvantages of a broader range of modes of travel, e.g. walking, cars, bicycles, trains. P. 145	
Identifies basic traffic signs. P. 12	Identifies and demonstrates understanding of a broader range of safety and traffic rules. P. 78	Identifies and demonstrates understanding of an increased range of safety and traffic laws, including highway and civic laws for vehicles. P. 145	Demonstrates understanding of a full range of regular safety and traffic rules, laws. P. 231
Recognizes school patrols and follows directions. P. 12			
Travels independently in neighborhood (walking). P. 12	Travels independently in community, e.g. walking, bicycle riding, bus. P. 78	Travels independently beyond the community. P. 145	Participates in driver training (where appropriate). P. 231
B. Travel Skills			
Recognizes and demonstrates understanding of the danger of accepting rides from strangers. P. 13			
Follows simple directions. P. 13	Follows written and verbal directions. P. 79		
Recognizes traffic signs and symbols. P. 13	Obeys traffic signs and rules. P. 79		

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
The student:	The student:	The student:	The student:
Recognizes landmarks in school and neighborhood. P. 13	Recognizes landmarks in wider community. P. 79		
Recognizes simple maps. P. 13	Uses simple maps. P. 79	Demonstrates ability to use a variety of maps. P. 146	
		Demonstrates knowledge of map symbols. P. 146	
Tells time to the hour. P. 13	Reads time to the half-hour. P. 79		
	Identifies alternate routes to familiar destinations. P. 79	Identifies alternate routes to unfamiliar places. P. 146	
		With assistance, reads and uses a variety of transportation schedules. P. 146	Reads and uses a variety of transportation schedules. P. 232
		Plans trip itinerary. P. 146	Travels independently beyond community, e.g. arranges accommodation, transportation, meals. P. 232
			Travels independently beyond the city or town. P. 232
Demonstrates appropriate behavior in various forms of travel. P. 13	Demonstrates appropriate behavior and knowledge of rules in a variety of settings. P. 79	Demonstrates appropriate behavior and knowledge of rules. P. 146	
States where to go for help if lost. P. 13	Locates help when required. P. 79	Identifies agencies that help travellers, e.g. A.M.A., R.C.M.P., local police. P. 146	Demonstrates ability to use agencies that help travellers, e.g. A.M.A., R.C.M.P. P. 232
		Performs basic maintenance practices on personal vehicles: tire pressure, tire changes, grease and oil. P. 146	Performs basic maintenance for vehicles, including automobile. P. 232

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
HEALTH			
A. Nutrition			
The student:	The student:	The student:	The student:
Identifies a variety of food and sources from which they came. P. 14	Identifies the four basic food groups. P. 80		
Classifies foods according to fruits and vegetables and describes food in relation to color, shape, smell and taste. P. 14	Classifies food into correct food groups. P. 80 Demonstrates knowledge that the body needs food for growth and for energy at work and play. P. 80	Demonstrates expanded knowledge of the four basic food groups and role of nutrients for growth, health and energy. P. 147	
Identifies junkfood to avoid between meals. P. 14	States Canada Food Rules. P. 80	Identifies foods that are not healthful (junkfood). P. 147 Recognizes that coffee, tea, tobacco and alcoholic beverages are not healthful. P. 147	
	Recognizes ways by which a family works together to provide good nutrition. P. 80		
Identifies foods appropriate to each meal. P. 15	Recognizes the relationship between good eating habits and growth and development. P. 81	States/lists ways of selecting proper food. P. 147 States the importance of a balanced diet. P. 147 Practises good nutrition. P. 147	Demonstrates ability to select nutritious food for a well balanced diet. P. 233 Plans and prepares low cost nutritious diet. P. 233

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
The student:	The student:	The student:	The student:
Lists rules for good eating. P. 15		Identifies symptoms of nutritional deficiencies. P. 147	Recognizes the deficiencies in his diet. P. 233
		States the dangers of unsupervised dieting. P. 147	Demonstrates understanding of caloric requirements. P. 233
			Identifies diet to increase or decrease weight. P. 233
Practises cleanliness in food preparation. P. 15	Recognizes importance of hygienic practices in food preparation, etc. P. 81	Explains importance of hygienic practices in food preparation, etc. P. 147	Demonstrates hygienic practices when preparing, serving or eating food. P. 233
			States proper ways to preserve food. P. 233
		Demonstrates knowledge that eating places must meet health standards. P.148	Recognizes the protection provided by the health department in checking food distribution establishments. P. 233
			Demonstrates ability to contact health inspectors. P. 233
B. Personal Care			
1. Knowledge of Body			
Identifies the basic body parts. P.16	Identifies major external body parts. P. 82	Names major body organs. P. 149	
		Demonstrates understanding of function of major body organs. P. 149	
Recognizes growth takes place. P. 16	Recognizes that growth takes place. P. 82		Demonstrates knowledge of body changes. P. 234

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
The student:	The student:	The student:	The student:
Recognizes and discusses differences between boys and girls. P. 16	Recognizes the secondary physical and sexual changes taking place among boys and girls. P. 82		Recognizes adolescent growth process. P. 234
		Demonstrates understanding of process of reproduction, e.g. menstruation, seminal emissions. P. 149	Demonstrates understanding of reproduction process. P. 234
2. Care of Body			
With assistance, practises body cleanliness. P. 16	Demonstrates independence in practising body cleanliness. P. 82	Practises body cleanliness independently. P. 150	
		Recognizes the importance of good grooming and cleanliness. P. 151	Recognizes importance of good grooming and cleanliness (interpersonal relations). P. 235
		Practises good grooming in daily life. P. 151	
States reason for taking good care of body. P. 16	Identifies methods of maintaining a strong healthy body: food, exercise, sleep, non-use of drugs. P. 82		
	Demonstrates understanding of need for relaxation and rest. P. 82	Recognizes need for varied activities, e.g. relaxation, recreation, rest, to maintain good health. P. 151	Demonstrates balanced program of rest, work and recreation. P.236
Practises physical fitness program. P. 16	Practises physical fitness program. P. 82	Practises physical fitness program. P. 152	Practises physical fitness program P. 236
	Demonstrates knowledge of when to seek medical attention. P. 83	Demonstrates knowledge when to seek medical attention. P. 152	Demonstrates ability to find reliable health information. P.235
Demonstrates knowledge of what to do in case of minor illness. P. 17	Demonstrates knowledge of what to do in case of minor illness. P. 82		Evaluates health product advertisements. P. 235

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
3. Drugs and Alcohol			
The student:	The student:	The student:	The student:
Takes prescribed medication only when administered by adults. P. 17	With supervision, takes prescribed medication. P. 83	With minimal supervision, takes prescribed medication. P. 152	Independently takes own prescribed and non-prescribed medication. P. 236
Demonstrates some understanding of when to take non-prescription drugs. P. 17	Demonstrates knowledge of appropriate use of prescription and non-prescription drugs. P. 83	Recognizes the difference between prescription/non-prescription and illicit drugs. P. 152	
	Demonstrates knowledge of how to obtain prescription drugs. P. 83		
		Describes the physical effects of drug abuse. P. 152	Recognizes the signs of alcohol and drug dependency. P. 236
			Recognizes the mental, physical, and emotional consequences of use of alcohol, tobacco, narcotics and other drugs. P. 236
C. Community Health Services			
Identifies some health helpers and their function, e.g. nurse, doctor. P. 18	Identifies medical personnel and their function: doctors, dentists, nurses, eye specialists. P. 84	Identifies places where medical assistance is available, e.g. hospitals, clinics, centres. P. 153	Demonstrates ability to utilize health services. P. 237
		Recognizes the importance of having a family doctor or dentist. P. 153	Recognizes the contribution of the helping professions in improving health, e.g. medicine, dentistry, psychology, social work. P. 237
	Identifies hygiene personnel and their function, e.g. garbageman, street cleaners. P. 84		

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
The student:	The student:	The student:	The student:
	Identifies mental health personnel and their function, e.g. school psychologist, guidance counsellor. P. 84	Identifies community health agencies where services are available, e.g. counselling, drug abuse information, venereal disease information. P. 153	
		Demonstrates knowledge of role and function of community health workers. P. 153	
SAFETY A. Home and School			
Identifies dangers associated with various areas and items in the home and school, such as: - sharp objects - electrical outlets - appliances - tools, machinery - animals - poison - physical action - gym equipment. P. 19	Demonstrates increased understanding of the dangers associated with various areas in the home and school. P. 85	Demonstrates understanding of dangers associated with areas and items at home and school. P. 154	
	Demonstrates knowledge of how accidents can be prevented. P. 85	Demonstrates knowledge of accident prevention methods. P. 154	
Demonstrates knowledge of what to do in case of fire. P. 19	Observes all rules associated with fire drill. P. 85	Follows safety procedures, e.g. fire, shop. P. 154	Demonstrates independence and reliability in coping with dangers and accidents. P. 238
Seeks help from responsible adult if hurt or frightened, e.g. Block Parents. P. 20	Recognizes sources of help in time of emergency. P. 85	Demonstrates knowledge what to do in emergency situations. P. 154	Demonstrates ability to utilize community emergency services. P. 238

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
The student:	The student:	The student:	The student:
With assistance, administers basic first aid. P. 20	Administers basic first aid, e.g. band-aid, cleaning cut. P. 85	Demonstrates knowledge of first aid practices. P. 154	Administers first aid as indicated by St. John's Ambulance first aid course. P. 238
B. Community			
Identifies dangers associated with pedestrians, bicycles, car/bus riders. P. 21	Demonstrates increased understanding of the dangers on streets and highways. P. 86		
Demonstrates knowledge of safety rules to be followed when walking or riding a bicycle. P. 22	Demonstrates responsible behavior or streets and highways. P. 86		
	Demonstrates knowledge that many accidents can be prevented. P. 86	Demonstrates basic knowledge of accident prevention. P. 155	Demonstrates knowledge of accident prevention. P. 239
			Demonstrates the steps involved in hazard analysis. P. 239
Practises safety rules when walking or riding a bicycle. P. 22	Practises safety rules on streets and highways. P. 86	Demonstrates increased knowledge of safety practices. P. 155	Demonstrates knowledge of safety practices. P. 239
Seeks help when injured. P. 22	Recognizes sources of help in time of emergency. P. 86	Demonstrates ability to utilize community emergency services. P. 155	Utilizes community emergency services. P. 239
		Administers basic first aid. P. 155	
C. Recreation			
Identifies dangers associated with: - playground - parks - gyms - swimming pool - skating rink - tobogganing - skiing. P. 23	Demonstrates increased understanding of the dangers associated with different recreation areas. P. 87	Demonstrates knowledge how to prevent accidents in various recreation areas, including hunting and camping areas. P. 156	Identifies the responsibilities of owning a car. P. 240
	Identifies ways in which accidents can be prevented. P. 87		Demonstrates independence in identifying and avoiding dangers in recreation. P. 241

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
The student:	The student:	The student:	The student:
Demonstrates knowledge of safety rules. P. 23	Practises safety rules in each recreational area. P. 87	Practises safety rules. P. 156	
Seeks help when injured. P. 23	Recognizes source of help in time of emergency. P. 87	Demonstrates ability to utilize emergency services. P. 156	Independently utilizes emergency services. P. 241
WORLD OF WORK			
A. Specific and Allied Work Skills			
1. Use of Tools and Equipment			
Manipulates a variety of construction materials and tools, e.g. hammer, scissors, eggbeater. P. 24	Identifies more tools and demonstrates greater proficiency in their use, e.g. hand saw. P. 88	Selects and uses appropriate tools for a specific project. P. 157	Selects and uses appropriate tools and machines for specific projects P. 242
Follows simple rules of organization and care of tools and materials, e.g. crayons in box, clean brushes and return to correct place. P. 24	Follows simple rules of organization and care of tools and materials. P. 88	Follows the rules of organization and care of tools and equipment, e.g. vacuum cleaner, power tools. P. 157	Organizes and cares for tools and equipment. P. 242
With supervision, constructs simple projects. P. 24			Constructs more complex projects. P. 242
2. Following Directions			
Follows simple directions. P. 24	Follows a more complex set of directions. P. 88	Follows relatively complex set of directions. P. 157	Follows complex set of directions. P. 242
	Identifies persons in authority in the school and immediate community, e.g. policeman, pool guard, playground supervisor. P. 88	Identifies person in authority in specific work situations. P. 158	Identifies person in authority in a variety of work situations. P. 242
		Accepts supervision in specific work situations. P. 158	

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
3. Decision Making			
The student:	The student:	The student:	The student:
Chooses between two or more alternatives. P. 24	Chooses independently between two or more alternative activities. P. 88	Makes appropriate decisions in work situations, e.g. quality of work done. P. 158	Makes appropriate decisions in work situations, e.g. how to improve quality of work. P. 242
4. Independence			
Demonstrates ability to behave appropriately in familiar situations, e.g. school, playground. P. 25	Demonstrates ability to behave appropriately in unfamiliar situations e.g. seeking aid from janitor. P. 89	Demonstrates ability to perform satisfactorily in unfamiliar work situations. P. 158	Demonstrates ability to perform satisfactorily in unfamiliar work situations. P. 243
B. Career Planning and Exploration			
1. Why Work			
Recognizes that people work because they need money. P. 26	Recognizes that people need money to purchase necessities, e.g. goods, services. P. 90	Recognizes that people are paid according to the job done. P. 159	
Recognizes that finishing a task brings satisfaction. P. 26	Recognizes that finishing a task brings satisfaction. P. 90	Demonstrates knowledge that satisfaction results from task/job completion. P. 159	
		Develops awareness that working for a salary brings independence. P. 159	Demonstrates independence through working. P. 244
2. Job Awareness			
Demonstrates awareness that people do different jobs in the home, school, community. P. 26	Demonstrates awareness that people do different jobs at home, in school, in the community. P. 90	Develops knowledge of variety of jobs/careers available. P. 159	Demonstrates knowledge of variety of jobs/careers available. P. 244
		Demonstrates understanding that jobs require different skills. P. 160	Demonstrates understanding that jobs require different skills. P. 245
		Develops knowledge of requirements for particular job/career. P. 161	Demonstrates knowledge of requirements for practical job/career. P. 245

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
The student:	The student:	The student:	The student:
		Explores careers through practical experience. P. 161	Explores careers through practical experience. P. 245
3. Job Demands			
Demonstrates good work habits. P. 26	Demonstrates good work habits. P. 90	Demonstrates good work habits. P. 161	Demonstrates good work habits. P. 245
Demonstrates positive attitude towards work. P. 27	Demonstrates positive attitude towards work. P. 91	Demonstrates positive attitudes towards work. P. 162	Demonstrates positive attitude towards work. P. 246
Arrives on time for school. P. 27	Arrives on time for school. P. 91	Arrives on time for school/work. P. 163	Arrives on time for work. P. 246
Completes selected tasks at school and home, and assumes some responsibility for this. P. 28	Completes selected tasks at school and home and assumes some responsibility for this. P. 91	Completes most tasks assigned in various areas at home, school and on the job. P. 163	Completes most tasks assigned in various areas of home, school and on the job. P. 246
Recognizes own mistakes and corrects. P. 28	Recognizes own mistakes and corrects them. P. 92		
Demonstrates good listening habits. P. 29	Demonstrates good listening habits. P. 92	Demonstrates good listening habits. P. 163	Demonstrates good listening habits. P. 247
Communicates with peers. P. 29	Communicates effectively in school. P. 92	Demonstrates ability to communicate effectively with people at school and on the job. P. 164	Demonstrates ability to relate to personnel in work stations and on the job. P. 247
		Develops awareness of job routine. P. 164	Develops awareness of job routine. P. 247
		Travels to work/school independently. P. 164	Travels anywhere in area independently. P. 247

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
C. Finding a Job 1. Awareness of Personal Abilities and Interests			
The student:	The student:	The student:	The student:
		Demonstrates knowledge of qualifications required by a job. P. 164	Demonstrates knowledge of qualifications required by the job. P.248
		Reads at level appropriate to work study requirements. P. 165	Reads at level appropriate to work study requirements. P. 248
			Completes successfully specific courses for particular jobs. P.248
Identifies jobs/careers which may be of special interest to him. P. 30	Identifies jobs/careers which may be of special interest to him. P. 93	Identifies jobs/careers which may be of interest to him. P. 166	Identifies jobs/careers which may be of interest to him. P. 249
Describes abilities and limitations he has regarding specific job. P. 30	Describes abilities and limitations he has regarding a specific job. P. 93	Demonstrates knowledge of attributes he has that are important in the World of Work (see Understanding Self and Others). P. 167	Recognizes attributes he has that are important in the world of work (see Understanding Self and Getting Along with Others). P. 250
	Demonstrates knowledge that he can not do certain jobs. P. 93	Demonstrates knowledge that he can not do certain jobs satisfactorily. P. 166	Recognizes that he cannot do certain jobs satisfactorily. P. 250
2. Awareness of Process			
Demonstrates ability to take and leave messages. P. 30	Demonstrates ability to take and leave messages. P. 94		
	Demonstrates ability to use telephone directory in looking for information. P. 94		
Develops awareness that people must look for jobs. P. 31	Develops awareness that people must look for jobs. P. 94	Demonstrates knowledge of how to use newspaper "help wanted" columns to find jobs. P. 168	Demonstrates knowledge of how to use newspaper "help wanted" columns to find jobs. P. 251
			Reads and interprets all information in want ads. P. 252

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
The student:	The student:	The student:	The student:
Demonstrates ability to use telephone. P. 30	Demonstrates ability to use telephone. P. 93	Demonstrates ability to use telephone in looking for a job. P. 167	Demonstrates ability to use telephone in looking for a job. P. 251
3. Personal Contact			
		Names person(s) who can assist him to get a job. P. 169	Names person(s) who can assist him to get a job. P. 253
		States ways in which personal contact will help him choose a job. P. 169	
		Demonstrates skills required in an interview. P. 170	Demonstrates ability to be interviewed for job placement. P. 253
			Writes personal data correctly on any application form. P. 254
			Writes letters of different types. P. 255
			Demonstrates ability to write letters of application. P. 256
			Identifies and locates community and government agencies that assist in job placement. P. 256
			States and explains services of community and government agencies. P. 256

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
D. Keeping a Job 1. Responsibility to Employer			
The student:	The student:	The student:	The student:
With assistance, accepts rules at home and school. P. 32	Accepts rules at home and school. P. 95	Practises safety rules while on the job. P. 171	Practises safety rules while on the job. P. 257
2. Knowledge of Work Habits			
		Practises responsible work habits, e.g. punctuality, courtesy. P. 171	Practises responsible work habits on the job. P. 257
		Explains how salary will be paid and what deductions may be taken from a pay cheque. P. 172	Explains how salary will be paid and what deductions may be taken from the pay cheque. P. 258
		Demonstrates knowledge of specific work skills demanded on the job. P. 172	Demonstrates knowledge, awareness and acceptance of individual differences. P. 259
		Participates in school organizations, club, etc. P. 172	Demonstrates ability to get along with people in a variety of situations, e.g. school, community, job. P. 259
E. Worker's Rights			
Recognizes that people are important. P. 33	Demonstrates understanding of personal self worth and dignity. P. 96	Recognizes that all people need to feel self worth and dignity. P. 173	Demonstrates understanding of the concept of "dignity of labor". P. 260
Recognizes own self worth and dignity. P. 33			

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
The student:	The student:	The student:	The student:
		Recognizes that there is human rights legislation. P. 173	Demonstrates understanding of work legislation: - social insurance - unemployment insurance - minimum wage - worker's compensation - board of industrial relations. P. 260
			Demonstrates knowledge how to utilize community services related to worker's rights, e.g. Human Rights Commission. P. 260
HOME MANAGEMENT A. Clothing 1. Care			
Dresses with minimal supervision or help. P. 34			
Locates clothing storage areas and uses them appropriately. P. 34	Stores outer clothing properly. P. 97		
Demonstrates ability to use clothes brush, hanger, etc. P. 34	Recognizes soiled clothing. P. 97		
	Distinguishes between types of detergents to be used for certain clothes. P. 97	Interprets washing, cleaning and care labels on articles. P. 174	Interprets washing, cleaning and care labels on articles of clothing. P. 261
	Assists with laundry. P. 97	Demonstrates ability to clean clothing, e.g. launder washable items. P. 174	Demonstrates ability to do laundry. P. 261

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
The student:	The student:	The student:	The student:
		Demonstrates ability to make necessary repairs, e.g. mending, darning, patching. P. 174	
Seeks help when something is lost. P. 34	Decides what to do if something is lost. P. 97		
2. Selection			
Identifies different types of stores, e.g. men's and women's clothing stores, shoe store. P. 34	Identifies and discusses location of stores and how to get to them. P. 98		
Recognizes styles of clothing used for school, church, gym, etc. P. 34	Chooses clothes for school or leisure. P. 97	Chooses clothing appropriate for work or leisure. P. 174	Chooses clothing appropriate for work or leisure. P. 261
	Chooses suitable style, color and design for occasion. P. 97	Chooses style, color and design appropriate to individual. P. 174	Chooses style, color and design appropriate to individual. P. 261
	Demonstrates ability to discuss and analyze the reasons for choosing clothing, e.g. simplicity, comfort, quality, fit. P. 98	Demonstrates ability to color-coordinate. P. 175	
		Demonstrates understanding of need for clothing (seasonal). P. 175	
		Demonstrates understanding of clothing sizes. P. 175	
		Distinguishes between quality and quantity. P. 175	
		Demonstrates ability to contrast or compare articles, e.g. in catalogue. P. 175	

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
The student:	The student:	The student:	The student:
		Demonstrates ability to shop by use of catalogue. P. 175	Demonstrates ability to shop by use of catalogues. P. 261
		Defines concept of guarantee. P. 174	
		Demonstrates ability to budget (see Money Management). P. 175	
3. Construction			
Identifies sewing tools, e.g. needle, scissors. P. 35	Demonstrates ability to use common tools. P. 98		Demonstrates ability to use sewing tools and machines. P. 262
		Selects appropriate patterns, materials, and accessories. P. 175	Selects appropriate pattern, materials and accessories. P. 261
	Demonstrates correct way of handling common tools, e.g. holding or passing scissors (safety procedures). P. 98		Recognizes and uses safety rules in using sewing machine. P. 261
	Demonstrates ability to do simple sewing or craft work, e.g. sew buttons, construct puppets. P. 98	Sews simple garments. P. 175	Sews more complex garments. P.262
B. Food			
1. Shopping			
Explains what grocery stores are. P. 36	Explains and demonstrates how to get to grocery stores. P. 99		
Lists foods and other articles which can be bought in grocery stores. P.36	Identifies what to buy for certain meals. P. 99		
Buys one or two items when sent to grocery store. P. 36	Demonstrates ability to read labels for price and quality. P. 99	Recognizes relationship between prices and value. P. 176	Interprets information on dated perishables. P. 263

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
The student:	The student:	The student:	The student:
	Differentiates between kinds of vegetables, meats, fruits, etc.	Demonstrates knowledge of weights and measures used in food stores. P. 176	Distinguishes between convenience stores and supermarkets. P. 263
	Differentiates express line from regular check out. P. 99	Explains concepts of wholesale, retail. P. 176	
	Describes and demonstrates safety in shopping. P. 99		
	Given a list, purchases everyday food items. P. 99		
		Explains the purpose and use of advertising; recognizes false advertising. P. 176	Demonstrates increasing skill in recognizing false advertising. P. 263
		Demonstrates ability to budget (see Money Management). P. 176	Demonstrates ability to prepare shopping list and buy items at a reasonable cost. P. 263
2. Preparation			
Recognizes utensils. P. 36			
Demonstrates ability to use utensils. P. 36	Demonstrates ability to use kitchen tools and facilities. P. 100	Demonstrates ability to use kitchen facilities in preparing meals. P. 176	Demonstrates ability to use kitchen facilities in preparing more complex meals. P. 263
Demonstrates ability to clean food, e.g. fruit, vegetables. P. 36	Demonstrates ability to plan and prepare own lunch. P. 100	Chooses a balanced diet. P. 177	
Demonstrates ability to prepare simple snacks. P. 36			
	Demonstrates ability to clean kitchen after use. P. 100	Demonstrates ability to clean kitchen area after use. P. 176	Demonstrates ability to clean kitchen area after using. P. 263

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
The student:	The student:	The student:	The student:
		Demonstrates ability to plan menu, e.g. breakfast, lunch, dinner, snacks. P. 176	
		Demonstrates ability to prepare menus for special occasions. P. 177	Demonstrates ability to prepare menus for formal occasions. P.263
		Demonstrates ability to read and use recipes. P. 177	
		Demonstrates proper methods of preparing foods at home, camping, commercially, to preserve food value. P. 177	
		Prepares simple meals. P. 177	Prepares meals, including special dishes. P. 264
3. Serving			
Demonstrates ability to prepare table for meal. P. 37	Demonstrates ability to prepare table for meals. P. 100		
	Demonstrates ability to serve family and friends. P. 100	Demonstrates ability to serve family and guests. P. 177	Demonstrates ability to serve guests. P. 264
		Demonstrates ability to serve on special occasions. P. 177	
Behaves appropriately at meal time at home, school, restaurant. P. 37	Behaves appropriately at meal time at home, school, restaurant. P. 100	Demonstrates appropriate etiquette in a variety of settings, e.g. meeting friends and relatives, formal setting. P. 178	Demonstrates appropriate etiquette in a variety of settings. P. 264

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
4. Preserving			
The student:	The student:	The student:	The student:
Explains reasons for food protection. P. 37	Demonstrates knowledge and understanding of food protection. P. 101		
Explains function of refrigerator. P. 37			
Demonstrates ability to use refrigerator properly, e.g. meat in freezer, ice cream in freezer, etc. P. 37	Demonstrates increased ability to store food appropriately. P. 100	Demonstrates knowledge of proper food storage. P. 178	Demonstrates knowledge of proper food storage, short and long term, e.g. canning, pickling, freezing. P. 264
Demonstrates understanding of concept of perishables. P. 37		Discusses and explains how to package for short and long term storage, including advantages and disadvantages. P. 178	
Assists in various methods of home preserving. P. 37	Assists in various methods of home preserving. P. 101	Assists in various methods of home preserving. P. 178	Participates in various methods of home preserving. P. 264
5. Production			
Participates in chores related to food production. P. 38	Participates in chores related to food production. P. 101	Assumes responsibility for some chores related to food production, e.g. garden patch. P. 179	Assumes responsibility for chores related to food production, e.g. feeds chickens. P. 264
Identifies origin of familiar foods, e.g. dairy products. P. 38	Explains production process, e.g. wheat made into bread. P. 101	Explains and discusses producation and distribution of: - garden products - dairy products - fishing products - farm products. P. 179	Identifies methods of food production, e.g. gardening, farming, fishing. P. 264

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
C. Maintaining the Home 1. Selection The student:	The student:	The student:	The student:
Recognizes different kinds of homes, e.g. apartments, trailers, houses, condominiums. P. 39	Explains what is available in housing, e.g. single homes, house keeping rooms, room and board, condominiums, apartments. P. 102	Chooses a certain housing design. P. 180	Demonstrates ability to use newspapers and other advertising to find out what type of housing is available. P. 265
	Demonstrates understanding of difference between renting and buying. P. 102	Explains choice on basis of construction, location, design and budget. P. 180 Distinguishes between functional/ beautifying aspects. P. 180	Demonstrates knowledge of income assisted housing. P. 265 Chooses house on basis of needs and budget. P. 265 Recognizes and demonstrates responsibility related to taxes, neighbors, landlords, community. P. 265
2. Furniture and Furnishings			
Recognizes what goes in a house, e.g. furniture, curtains, rugs, lamps, sheets, towels. P. 39			
Classifies furniture according to function, e.g. kitchen. P. 39	Explains function of all furnishings. P. 102	Explains what should be considered when furnishing a home, e.g. need, quality, price. P. 180	Identifies harmony in color, texture and styles. P. 266 Demonstrates ability to choose furniture for maximum efficiency, e.g. practicality, safety, beauty, cost. P. 266

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
3. Care and Maintenance			
The student:	The student:	The student:	The student:
Demonstrates ability to keep own room neat. P. 40			
With assistance, performs simple household tasks. P. 40	Explains and demonstrates simple household techniques and equipment. P. 102	Explains and demonstrates simple household techniques and equipment. P. 181	
	Demonstrates ability to operate common electrical appliances, e.g. toaster, kettle, iron. P. 103	Demonstrates knowledge of basic tools. P. 181	
	Demonstrates ability to perform simple yard tasks, e.g. weeding, grass cutting. P. 103		Demonstrates ability to take care of yard, fence, etc. P. 266
	Performs simple household tasks, e.g. bed making, preparing meals, setting table, washing clothes. P. 103		Demonstrates efficient methods of performing daily household tasks. P. 266
	Identifies daily, weekly, tasks of cleaning, e.g. caring for refrigerator and stove. P. 103	Identifies daily and weekly cleaning routines. P. 181	
		Identifies household repairs that are done for household safety. P. 181	
		Demonstrates ability to do basic repairs, e.g. toaster. P. 181	Estimates cost of doing own work and compares with cost of hiring repairmen. P. 267
			Demonstrates increasing ability to do basic repairs and maintenance, e.g. fix small appliances, repair tap, painting. P. 267

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
D. Child Care			
The student:	The student:	The student:	The student:
Recognizes that young children need care. P. 41	Explains babysitting responsibilities. P. 104		
Demonstrates ability to help mother care for siblings. P. 41	Demonstrates ability to help mother care for infant. P. 104	Demonstrates ability to dress, change, and feed infant. P. 182	Demonstrates ability to show love, warmth and respect for children and infants. P. 268
		Demonstrates ability to make decisions in terms of when child is to be in bed, what to eat before going to bed, etc. P. 182	Demonstrates knowledge of the development (physical and emotional) of the young child. P. 268
	Recognizes the importance of prevention and care of disease. P. 104	Demonstrates ability to administer first aid. P. 182	Recognizes emotional and physical needs of children. P. 268
			Demonstrates awareness of responsibilities of parenthood. P. 268
MONEY MANAGEMENT			
A. Earning Money			
Lists sources of money, e.g. parents, job, hobby. P. 42	Names jobs for which payment is made. P. 105 Names jobs for which payment is not made. P. 105	Lists sources of money. P. 183	Demonstrates knowledge of sources of income other than wages, e.g. family allowance, welfare payments, unemployment insurance. P. 269

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
The student:	The student:	The student:	The student:
Demonstrates knowledge that people work for money. P. 42	Recognizes that job must be completed to earn money. P. 105	Identifies factors that affect wages, e.g. training, time, danger, seasonal. P. 183	Identifies factors that affect wages, e.g. training, time, danger, seasonal work. P. 269
		Explains concept of "money", e.g. barter system. P. 183	Identifies other media of exchange, e.g. cheques, credit cards. P. 269
Names goods money will buy. P. 42			
Uses money vocabulary. P. 42			
Names different coins. P. 42	Identifies coins and paper money. P. 105	Recognizes coins and bills in combination. P. 184	Demonstrates knowledge of coins and bills in combination. P. 269
Writes simple money amounts: 1¢, 10¢, 25¢, $1.00. P. 42	Writes money amounts of increasing difficulty. P. 105	Counts money using different coins and bills. P. 184	
	Translates amount to calculator. P. 105	Calculates change for coins and bills. P. 184	
		Calculates money earned, e.g.: - gross/net pay - regular/overtime - weekly, monthly, annually. P. 185	Calculates money earned: - gross/net pay - regular/overtime - weekly, monthly, annually. P. 269
		Reads and interprets cheque stub. P. 185	Reads, interprets and demonstrates understanding of terms and figures on cheque stub, e.g. union dues, unemployment insurance, C.P.P. P. 269
		Explans that the value of money changes over time, e.g. that money will buy less. P. 186	

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
The student:	The student:	The student:	The student:
B. Spending Money			
1. Where to Buy			
Identifies places where things can be bought. P. 43.	Identifies places where goods or services can be bought. P. 106	Names different places to buy goods and services, e.g. wholesale, retail and mail order. P. 187	
	Using various means, locates items for purchase, e.g. newspaper, telephone directory. P. 106	Demonstrates ability to utilize various services to locate item for purchase. P. 187	
	Calculates estimated costs of familiar articles in school and home. P. 106		Compares and contrasts buying through different outlets, e.g. retail, wholesale, mail order. P. 270
2. How to Buy			
Demonstrates understanding that when goods and services are bought, they must be paid for. P. 43			
Buys items independently with correct amount of money. P. 43	Equates cost of wanted item with available money. P. 106	Calculates cost of total shopping list. P. 188	Estimates approximate value of goods to be purchased (see Computation section). P. 270
Lists ways he spends his money. P. 43	Develops and utilizes simple budget (weekly). P. 106	Develops personal budget for purchase of clothing, entertainment, gifts, etc. (monthly, yearly). (See Computation section.) P. 189	Develops budget for household management, including groceries, clothing, utilities, etc. P. 270
	Recognizes that there are different methods of payment, e.g. cash, cheque, credit. P. 107	Describes different methods of payment. P. 189	Explains what credit is. P. 271
		Describes various types of credit available. P. 189	Estimates approximate value of goods to be purchased. P. 270
		Explains how credit and cash purchases differ. P. 190	Calculates cost of different methods of payment. P. 270
		Calculates cost of credit. P. 190	Calculates cost of credit. P. 271

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
The student:	The student:	The student:	The student:
		Explains that prices vary. P. 189	
		Plans holiday and budgets for it. P. 190	
3. What to Buy			
Describes essential elements in basic living needs, e.g. food, shelter, clothing. P. 44	Recalls essential and non-essential items for basic living needs. P. 107	Describes essential and non-essential goods. P. 190	Describes essential and non-essential goods and services for basic living needs. P. 271
		Writes a budget. P. 190	Calculates personal budgets for different family sizes and over varying time periods for a casual worker, full time worker, unemployed worker. P. 272
		Defines what is meant by "value for money". P. 191	Explains what is meant by "value for money". P. 272
			Describes examples of misleading advertising on television, radio, newspaper. P. 272
		Demonstrates understanding that product bought should be protected by some form of warranty. P. 192	Demonstrates understanding of concept of warranty/guarantee. P. 273
			Demonstrates ability to utilize Better Business Bureau and Consumer Protection groups. P.273
			Pays bills on time. P. 273
4. When to Buy			
Demonstrates understanding that prices for familiar items vary from time to time. P. 44	Demonstrates understanding that prices for familiar items vary from time to time. P. 107	Recalls the time of year when certain goods are put on sale. P. 193	Demonstrates ability to use discriminatory tactics when purchasing. P. 273
Explains how prices are reduced at times. P. 44			

2

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
C. Saving and Borrowing			
The student:	The student:	The student:	The student:
Saves own money for special purchase, e.g. uses piggy bank. P. 45	Saves own spending money for special purchase. P. 108	Explains in his own words why it is important to save. P. 194	Explains in his own words why it is important to save. P. 274
	Names places where money can be saved. P. 108	Names places where money can be saved. P. 194	Names places where money can be saved. P. 274
		Explains how he would choose an appropriate banking service. P. 194	Explains how he would choose an appropriate banking service. P. 274
		Describes how a savings account works. P. 194	
	With assistance, opens a savings account. P. 108	Opens an account. P. 195	
		Calculates how much savings are in his account. P. 195	Calculates how much savings are in his account. P. 274
		Demonstrates ability to use banking forms correctly, e.g. deposit slip, cheque. P. 195	
		Describes different services offered by the bank. P. 195	Demonstrates ability to utilize banking services. P. 275
		Recalls and explains common banking terms. P. 195	
		Demonstrates ability to use chequing account. P. 196	
		Names sources for borrowing money. P. 196	
Demonstrates understanding that items or money borrowed must be returned. P. 45			

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
The student:	The student:	The student:	The student:
		Describes circumstances when borrowing is appropriate. P. 197	Describes circumstances when borrowing is and is not appropriate. P. 275
MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES A. Fundamentals of Movement			
Demonstrates a variety of movement: Locomotion: Walking, gliding, running, galloping, hopping, skipping, jumping, leaping, crawling, axial bending, falling, turning, pulling, shaking, stretching, whirling, swinging, pushing, bouncing, rising, twisting, swaying, beating. P. 46 Others: Balancing, climbing, kicking, pivoting, reaching, stopping when in motion, hanging by arms and legs, lifting, striking object with implements, tumbling, stooping, dribbling pass object, crouching, catch a moving object. P. 46	Demonstrates a variety of movement combinations: - throwing and catching - kicking and running - striking in a direction - throwing and dodging - ball handling and running - running and jumping - run and kick an object - start movement on cue - listen, move, freeze and balance - collapse, roll - rest and relax. Note: This list is not meant to be all-inclusive. P. 109	Demonstrates proficiency in basic combinations of movements. P. 198	Demonstrates proficiency in most combinations of movements. P.276
B. Games and Activities			
Demonstrates rudimentary acquisition of the following: - jumping activities - relays - gymnastics - bicycling - dodge ball - hanging activities (continued on next page)	Demonstrates ability to participate in a variety of activities: - jumping activities - relays - gymnastics - tether ball - bowling - bicycling (continued on next page)	Demonstrates some knowledge of the following games and sports: - golf - tennis - handball - badminton - horseshoes - bowling (continued on next page)	Demonstrates a greater proficiency in games and sports (see level 3). P. 277 Participates in recreational activities in school and community. P. 277

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
The student: - folk dancing - swimming - skating - modified baseball. P. 47	The student: - team dodge ball - hanging activities - folk dancing - swimming - skating. P. 110	The student: - team sports - gymnastics - social dancing - cross country skiing - outdoor and camping skills - swimming - wrestling - track and field - weight lifting - general fitness - skating - roller skating. P. 199	The student:
C. Social Skills Related to Games And Activities			
Demonstrates respect for other's property. P. 48	Demonstrates respect for property of other's. P. 111	Demonstrates a respect for other's property. P. 200	Demonstrates respect for other's property. P. 278
Practises socially acceptable behavior. P. 48	Practises socially acceptable behavior. P. 111	Practises socially acceptable behavior. P. 200	Practises acceptable behavior. P. 278
	Demonstrates knowledge of dress appropriate for various activities. P. 111		
	Demonstrates ability to resist group pressure. P. 111	Practises sportsmanship in team games. P. 200	Practises sportsmanship in team games. P. 278
	Demonstrates knowledge of the rights of others. P. 111		Practises sportsmanship in individual activities. P. 278
			Demonstrates ability to budget time for active use of leisure time. P. 278

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
LEISURE/RECREATION SKILLS A. Arts 1. Cutting, Tearing, Fastening			
The student:	The student:	The student:	The student:
Tears shapes from paper. P. 49	Cuts or tears free geometrical or representative shapes. P. 112		
Cuts freely with blunt scissors. P.49	Cuts a definite shape with blunt scissors. P. 112		
Fastens freely cut shapes onto paper. P. 49	Arranges and fastens string and/or yarn on to flat materials. P. 112	Demonstrates ability to sew, lace, tie, pin and staple in making constructed items. P. 201	Demonstrates increased ability to sew, lace, tie, pin and staple in making constructed items. P. 279
		Demonstrates ability to make two-dimensional shapes from paper. P. 201	
		Demonstrates ability to make mobiles using paper shapes. P. 201	Demonstrates increased ability to make mobiles using paper shapes. P. 279
		Demonstrates ability to make collages from paper of various colors and textures. P. 201	Demonstrates increased ability to make collages. P. 279
2. Construction			
Utilizes simple processes of glueing, pasting, nailing, hanging, sewing, or sticking in creating an art object. P. 49	Utilizes a saw, file, hammer, nails and glue in constructing with wood and other materials. P. 112	Utilizes tools in constructing more complex articles of wood and other materials. P. 201	
	Sews, laces and ties parts together. P. 112		
	Does paper mache sculpting. P. 112		

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
The student:	The student:	The student:	The student:
		Constructs useful and decorative articles. P. 201	Builds imaginative toys from familiar materials. P. 279
3. Drawing and Painting			
Draws with chalk on a chalkboard. P.49 Finger paints. P. 49	Uses paints, crayons, or chalk on various papers to express reaction to people, play, home, school and neighborhood. P. 113	Uses paint, craysons, chalk in combination on various surfaces. P. 202	
Paints directly with a large brush on large paper. P. 49	Makes imaginative pictures with opaque water colors on large paper with a large brush. P. 113	Creates simple designs. P. 202	
		Demonstrates use of background detail in drawing and painting. P. 202	Demonstrates a greater use of background detail. P. 279
4. Modelling			
Demonstrates ability to make simple forms in sand. P. 50			
Creates textures in pliable materials by indenting. P. 50			
Demonstrates ability to form objects by manipulation of composition clay and/or plasticine. P. 50	Demonstrates ability to model object using firing clay, e.g. pinch posts, beads. P. 113	Demonstrates ability to do simple sculpture in clay or other media. P. 202	Demonstrates increasing ability to do sculpture in clay or other media. P. 279
	With assistance, joins coils or slabs of clay together. P. 113	Demonstrates ability to join slab work. P. 202	Demonstrates increasing ability in using the slab method. P. 279
		Adds decorative textures to clay forms or paper mache forms. P. 202	

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
5. Print Making			
The student:	The student:	The student:	The student:
Demonstrates ability to create a printed design on paper. P. 50	Demonstrates ability to print with sticks on a variety of media. P. 113	Demonstrates ability to splatter print with various colors. P. 202	
	Demonstrates ability to make a design and use it to print with. P. 113	Demonstrates ability to print on two-dimensional shapes cut and torn from various kinds and colors of paper. P. 203	Demonstrates ability to print on two-dimensional shapes cut and torn from various kinds and colors of paper. P. 280
	Demonstrates ability to overprint layers to achieve levels. P. 114		
	Demonstrates ability to print in other medium, e.g. stencil printing, mono-printing. P. 114	Demonstrates ability to do simple silk screening. P. 203	Demonstrates ability to do silk screening. P. 280
6. Weaving and Stitching			
Strings beads, buttons, straws, and paper forms. P. 50			
Enriches paper construction with plaiting, knotting and stringing for surface texture and for function of attaching parts. P. 50	Enriches paper construction with plaiting, knotting and stringing for surface texture and for function of attaching parts. P. 114	Creates a rich design in stitching by using variations in color, kind of thread, kinds of fabrics, beads, and other decorative materials. P. 203	Cuts and pastes shapes on burlap and enriches with stitches. P.280
	Adds texture, color or pattern to drawing on paper with outline stitch or other related stitch. P. 114		
	Mounts his own pictures in stitches carefully and takes home. P. 114		
	Weaves, using simple loom. P. 114		Weaves simple textured and vari-colored weaves on looms. P. 280
	Makes simple objects/designs in macrame. P. 114		Makes a simple bag or belt for own use. P. 280
			Makes a cooperative hanging for classroom. P. 280

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
B. Music 1. Listening			
The student:	The student:	The student:	The student:
Distinguishes between sounds around him, e.g. low, loud, slow, fast, soft, up, down. P. 51	Recognizes contrast in sound and repeated notes. P. 115	Recognizes such tonal relationships as repeated skips. P. 204	Develops increased ability to recognize tonal relationships. P. 281
Produces and recognizes familiar sounds. P. 51		Develops increased ability to recognize tonal relationships, phrases, melodic patterns, rhythmic patterns, songs. P.204	
Recognizes phrases and songs. P. 51		Recognizes melody that tells a story. P. 204	
Listens for enjoyment to music, stories with background music. P. 51		Increases length of time he enjoys listening to music. P. 204	Practises good listening habits while extending the length of time he listens to musical selections. P. 281
Begins to recognize and identify the sounds of rhythm band instruments. P. 51	Begins to distinguish between string and percussion instruments. P. 115		
	Begins to recognize male and female voices. P. 115		
Builds a repertoire of nursery rhymes, folk tales, and simple melodic compositions. P. 51	Builds repertoire of folk tales. P.115	Builds repertoire of simple melodic compositions. P. 204	
		Expands his listening repertoire. P. 204	Increases his listening repertoire. P. 281
2. Singing			
Discovers the sound of his own voice. P. 51			
Recognizes that there are similarities in musical notes. P. 51			

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
The student:	The student:	The student:	The student:
Recognizes and sings easy rote songs. P. 51	Expands knowledge of rote songs. P. 115	Sings simple rounds. P. 204	
		Continues to increase repertoire of songs, including rounds. P. 205	
Participates in singing activities, group and individual. P. 52	Begins to perform before an audience. P. 115	Participates in assembly programs. P. 205	Performs individually where appropriate. P. 281
Demonstrates ability to sing loudly and softly. P. 52	Demonstrates awareness of dynamics: loud, soft, fast, slow. P. 115	Strives for an acceptable tone quality. P. 205	
Demonstrates ability to sing in tune. P. 52	Demonstrates good singing habits. P. 115	Demonstrates good habits in singing. P. 205	
		Demonstrates initial awareness of customs, people, and heritage through songs. P. 204	Demonstrates awareness of customs, people and heritage through songs. P. 281
		Recognizes music notation. P. 204	Recognizes that the relative position of the notes in the staff indicates melodic direction. P.281
3. Playing			
Takes part in rhythmic activities. P. 52	Demonstrates ability to play two or three notes and tonal patterns. P.115	Demonstrates ability to play tonal patterns. P. 205	Demonstrates increased ability to play tonal patterns. P. 281
Demonstrates ability to use rhythmic instruments. P. 52	Demonstrates increased ability to use rhythmic instruments. P. 116	Demonstrates ability to play both rhythm and melody instruments. P. 205	Demonstrates increased ability to play both rhythm and melody instruments. P. 282
Demonstrates knowledge of simple tempo concepts in his playing: fast, slow, etc. P. 52		Demonstrates ability to read a simple music score. P. 205	Demonstrates increased ability to read a music score. P. 282

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
4. Rhythmic			
The student:	The student:	The student:	The student:
Recognizes fundamental rhythmic movements, e.g. walking, running, hopping, swaying. P. 52	Associates basic rhythmic activities with appropriate music. P. 116		Demonstrates ability to reproduce rhythmic patterns. P. 282
Demonstrates ability to perform or respond to simple rhythms with head, feet and body. P. 52	Demonstrates recognition of tones of varying length. P. 116	Demonstrates ability to feel regular phrasing. P. 205 Demonstrates increased ability to reproduce rhythmic patterns in various meters. P. 205	Demonstrates ability to express simple rhythmic patterns in many ways. P. 282
Recognizes movement (tempo) of music through rhythmic activities. P. 53	Participates in rhythmic experiences, e.g. folk dancing. P. 116	Expresses simple rhythmic patterns through body response, vocal response, written response. P. 205	Expresses rhythm patterns in singing, playing and dancing. P. 282
C. Drama			
Demonstrates relaxation, concentration and trust in individual activities. P. 54	Demonstrates relaxation, concentration and trust of self and others. P. 117	Demonstrates relaxation, concentration and trust of self and others in group activities. P. 206	Continues to develop skills and techniques listed in level 3. P. 283
Demonstrates personal expression through using a variety of body movements, teacher directed. P. 54	Demonstrates body movement in a variety of situations (non-directed). P. 117		
Demonstrates ability to respond through utilization of the five senses. P. 54	Identifies environmental stimuli to the senses. P. 117	Responds to environmental stimuli to the senses. P. 206	Demonstrates ability to use senses as tool to develop a character. P. 283
Utilizes imagination to respond to situations in a variety of ways. P. 54	Uses imagination to help characterization. P. 117	Demonstrates ability to imagine a character's form and actions. P. 206	Demonstrates increased skill in communicating ideas and feelings. P. 283
Demonstrates ability to communicate verbally and nonverbally. P. 54	Demonstrates ability to communicate meaning by altering voice and speech patterns. P. 117	Develops skill in communicating ideas and feelings. P. 206 Demonstrates ability to give verbal responses in a variety of situations with other persons. P. 206	

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
The student:	The student:	The student:	The student:
Demonstrates ability to alter voice and speech patterns. P. 54	Demonstrates ability to give speech or language to major characters. P. 117	Demonstrates knowledge that the main thought of a play is created by the characters and related incidents. P. 206	
		Demonstrates ability to use fluency and control in verbal communication with another person or persons. P. 206	
Demonstrates ability to discuss character's actions. P. 54	Demonstrates knowledge about what creates a character, e.g. actions, appearance. P. 117		
Demonstrates ability to give simple actions to characters. P. 54	Demonstrates ability to imagine simple situations for characters. P. 117		
Demonstrates knowledge that a story is made up of related incidents. P. 54	Demonstrates knowledge that scenery, lighting and costumes affect action of story. P. 117		
Demonstrates knowledge that there is a conflict between opposing characters. P. 54			
Demonstrates knowledge that an audience listens to, views and enjoys a presentation. P. 54	Gives critical non-verbal responses to presentation. P. 117	Demonstrates knowledge of the use of language in a play. P. 206	Demonstrates knowledge that his response to a presentation provides feedback to the players. P. 283
		Develops skill in social interaction. P. 206	Develops increased skill in social interaction. P. 283
		Demonstrates increased personal responsibility. P. 206	Demonstrates increased personal responsibility. P. 283

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
D. Crafts and Hobbies The student: Engages in the following activities according to interests and abilities: - feltcraft - plasticine modelling (simple pottery) - paper cutting - paper folding - paper weaving - burlap stitching (designs) - puppets (paper bag) - tissue paper craft - care of house plants - black and white picture taking - pet care. P. 55	The student: Engages in the following activities according to interests and abilities: - cardboard construction - plaster of Paris - copper crafts - paper mache - puppets - hooked rugs - weaving - stitching - tile bead coasters and mats - models (commercial kits) - clay modelling - painting - planting seeds and rearing plants - color picture taking - macrame - pet care - collections (stamps, cards, insects, etc.). P. 118	The student: Engages in the following activities according to interests and abilities: - leathercrafts - woodwork - basketry and raffia work - stuffed dolls, toys and animals - hooked rugs - weaving - crochet - knitting (wool) - tile (ceramic and mosaic) - embroidery - needlepoint - pottery - gardening and plant care - black and white developing - ceramics - painting - carving - sewing - pet care - collections (stamps, cards, insects, etc.). P. 207	The student: Engages in the following activities according to interests and abilities: - gardening and plant care - fly tying - lapidary (work and clubs) - pet care - collections (stamps, cards, insects, etc.) - handicrafts. P. 284
CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY A. Home and Family Identifies own family members by name. P. 56	Identifies members of extended family by name. P. 119		

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
The student:	The student:	The student:	The student:
Identifies what constitutes a family. P. 56		Identifies what constitutes a family from societal, legal perspective. P. 208	
Identifies own family members by role. P. 56	Identifies members of extended family by role. P. 119	Identifies how roles and responsibilities change with age. P. 208	
Identifies ways in which immediate family is unique. P. 56	Identifies ways in which extended family is unique. P. 119	Identifies tasks associated with roles family members may assume in community. P. 208	
	Demonstrates knowledge that family life differs in rural/urban settings. P. 119		
Assumes responsibility for self appropriate to age: dressing self, snack preparation, keeping room tidy. P. 56	Assumes responsibilities within the family. P. 119		Assumes roles and responsibilities associated with being an independent adult. P. 285
	Assumes responsibility for personal property. P. 119		
	Assumes responsibility for own behavior. P. 119		
Differentiates between personal, family and public property. P. 56			
Identifies privileges and consequences associated with family roles and routines. P. 56		Participates responsibility in decision making process in the family. P. 208	
Demonstrates awareness that families change because of separation and addition through death, divorce, marriage, birth. P. 56	Identifies factors which cause change in families: moving, illness, alcoholism, disability. P. 119	Identifies and utilizes strategies for coping with family change. P. 208	Makes decisions independently concerning the welfare of the family. P. 285

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
The student:	The student:	The student:	The student:
Identifies community helpers: neighbors, block parents, firemen, policemen, nurses. P. 56	Identifies functions of community helpers. P. 119	Identifies family service agencies, e.g. Social Services and Community Health.	Communicates cooperatively with agencies which affect the family unit. P. 285
B. School			
Identifies classmates and significant staff members by name. P. 57	Identifies classmates and majority of staff members with whom he deals. P. 120		
Identifies classmates and significant staff members by role. P. 57	Identifies classmates and majority of staff members by role. P. 120	Identifies resource personnel by role. P. 209	Identifies significant educational authorities by role. P. 286
Accepts responsibility for personal property. P. 57			
Differentiates between personal, private and public property. P. 57	Accepts responsibility for personal and public property. P. 120	Assumes responsibility for personal and public property. P. 209	Assumes responsibility for personal and public property. P. 289
Demonstrates respect for the personal property of others within the class. P. 57	Demonstrates respect for the personal property of others within the school. P. 120	Demonstrates respect for the personal property of others. P. 209	Demonstrates respect for the personal property of others. P.286
Identifies school rules. P. 57	Discusses reasons for school rules. P. 120	Participates in decisions regarding rules. P. 209	
Identifies privileges and consequences associated with school rules and routines. P. 57			
Accepts responsibility for own behavior and duties appropriate to age. P. 57			

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
The student:	The student:	The student:	The student:
Responds to authority in the school. P. 57	Responds to authority in the school. P. 120	Participates responsibly in delegating authority. P. 209	Assumes a delegated position of authority in a responsible manner. P. 286
	Responds to elected authority in the school. P. 120	Participates responsibly in electing authority. P. 209	
C. Community and Country			
	Defines a community. P. 121		Participates in the community in a variety of roles. P. 287
States the name of his community and town or city. P. 58	States the name of his town or city, province and country. P. 121	States the name of city, country, and continent. P. 210	Identifies immediate neighboring countries. P. 287
Identifies the Canadian Flag. P. 58	Identifies and explains the symbolism in the Canadian flag. P. 121	Demonstrates knowledge of the words of the national anthem. P. 210	Explains the purpose and meaning of Canadian flag and anthem. P.287
Identifies common community helpers, e.g. scout leader, minister. P. 58		Identifies common provincial "helper" or service agencies, e.g. social services. P. 210	
States the role of common community helpers. P. 58		States the role of common provincial "helper" or service agencies. P. 210	States the roles of common federal helper agencies. P. 287
Identifies common neighborhood facilities, e.g. playground. P. 58	Identifies common city or town facilities, e.g. historical park. P. 121	Identifies common provincial agencies and facilities, e.g. national parks. P. 210	Identifies common federal facilities and agencies, e.g. Department of Tourism. P. 287
	Visits a local recreation facility. P. 121		Locates and utilizes government services. P. 287
States the purpose or function of common community facilities, e.g. community centers. P. 58	States the purpose of common city or town facilities, e.g. swimming pools. P. 121	States the purpose of common provincial facilities and agencies, e.g. health, agriculture, labor. P. 210	

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
The student:	The student:	The student:	The student:
Recognizes cultural differences within own community. P. 58	Demonstrates awareness of cultural differences within own city or town, e.g. Western Indian, Eastern Indian. P. 121	Recognizes cultural differences within Canada, two official languages, etc. P. 210	Demonstrates awareness of cultural differences throughout the world, e.g. language, customs, currency. P. 287
Identifies some cultural differences within one neighborhood. P. 58	Identifies cultural differences within own community. P. 121		
Demonstrates awareness of community rules and routines, e.g. crosswalk. P. 58	Demonstrates awareness of city or town rules and laws, e.g. pedestrian right. P. 121	Demonstrates knowledge of provincial rules and laws. P. 210	Demonstrates awareness of various levels of legislation. P. 287
		Identifies how laws are made and by whom. P. 210	Demonstrates understanding of legal rights and responsibilities. P. 287
D. Current Events			
States newsworthy events witnessed or heard. P. 59	Recalls major news events from media. P. 122	Recalls daily news and weather cast. P. 211	Discusses major local, provincial, national news stories. P. 288
		Discusses and differentiates between major stories. P. 211	
Recognizes that events occur outside of home and school. P. 59			
Recognizes that television, press, and radio help disseminate information. P. 59	Selects a radio or television newscast. P. 122	Selects a radio, television, newscast or press report. P. 211	
	Gathers basic weather information. P. 122		
	Recalls daily weather report. P. 122		
	Identifies weather as an event beyond personal control. P. 122		

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
E. Environmental Education			
1. Ecology			
The student:	The student:	The student:	The student:
Classifies living organisms. P. 60	Classifies related species. P. 123		
	Classifies plant material on two or more dimensions. P. 123		
	Demonstrates some knowledge of laws dealing with animal care, e.g. pet licensing. P. 123	States some laws dealing with animal care. P. 212	Demonstrates knowledge of reasons why fees are charged, e.g. park fees, license fees. P. 289
Identifies basic requirements necessary for growth of living organisms. P. 60			Practises responsibility with regards to the natural environment. P. 289
Identifies environments where plants and animals live. P. 60			
Assumes some responsibility for the care of a living organism. P. 61	Assumes responsibility for the care of a living organism. P. 123		
	Recognizes and appreciates man as a builder of the world of nature. P. 123	Recognizes the positive/negative effects of man's intervention in nature. P. 212	Identifies the positive/negative effects of man's intervention in nature. P. 289
Identifies appropriate ways to behave with wild and domestic animals. P. 60			
2. Natural Phenomena			
Describes weather from outdoor conditions. P. 61	Predicts weather from sky conditions/descriptions. P. 123		
	States how weather affects daily life. P. 124	States how weather affects the life of others, e.g. farmer. P. 213	Demonstrates knowledge of long term effects of weather, e.g. dry summer-poor crop. P. 296

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
The student:	The student:	The student:	The student:
		Demonstrates some understanding of natural disasters, e.g. earthquake. P. 213	Demonstrates understanding of natural disasters, e.g. tornado. P. 289
Identifies some characteristics of each season. P. 61	States characteristics of each season. P. 124		
3. Energy			
Identifies sources of heat and light. P. 61	Demonstrates knowledge of alternate energy sources, e.g. wood burning fireplaces, solar heating. P. 124	Demonstrates knowledge of alternate energy sources, e.g. coal, windmill. P. 213	States advantages/disadvantages of various energy sources. P. 290
	Recognizes the need to modify climate by such techniques as heating houses or clothing. P. 124		
	Demonstrates awareness that the energy used to heat his home and provide other utilities costs money. P. 124	Demonstrates ability to make responsibile energy choices in daily life. P. 213	Demonstrates knowledge of non-renewable resources. P. 290 Demonstrates responsibility in making energy-consumption decisions. P. 290
4. Pollution			
Identifies and disposes of litter. P. 62	Demonstrates awareness of a variety of environmental considerations, e.g. while walking, riding various vehicles. P. 125	Demonstrates knowledge of the necessity for proper disposal methods when using outdoor facilities, e.g. toilet, cooking. P. 213	Demonstrates correct disposal methods, e.g. napkins, dish water. P. 290
States reasons for not littering. P. 62			
Recognizes that clean air/water is necessary for good health. P. 62			

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
The student:	The student:	The student:	The student:
Identifies several jobs and workers who help us to preserve the environment, e.g. grounds-keeper, street-cleaners, garbage collectors. P. 63	Selects one field of work that is related to pollution control. P. 125 Recognizes those aspects of his world that are related to preserving his environmental safety. P. 125	Demonstrates knowledge of service industries to aid a community in sanitation and environmental areas. P. 214 Demonstrates awareness of the contribution made by these industries, e.g. bottle depot workers, environmental control agencies, parks and wildlife workers. P. 214	Examines one field of work that is carried out in the natural setting e.g. landscape worker, tree nursery worker, lumber or forestry worker. P. 291 Demonstrates knowledge of environmental service industries. P. 290
Identifies places where noise control is required, e.g. library. P. 63		Recognizes importance of pollution control laws, including noise pollution. P. 214	Demonstrates knowledge of the regulations in existence to protect the environment. P. 291 States fines that can be levied for littering, illegal dumping, improper weed control, etc. P. 291
		Recognizes that there are socially acceptable methods of showing his disapproval of environmentally damaging practices. P. 214	Recognizes his right to speak out if he sees an environmental offence that affects his enjoyment of nature or his health, e.g. smoking. P. 290 Demonstrates knowledge of responsibilities involved with car ownership. P. 292
5. Conservation			
Demonstrates some understanding of recycling concept. P. 63	Demonstrates knowledge that conservation through wise use saves money. P. 126	Demonstrates knowledge of reasons for conversation, e.g. depletion of natural resources. P. 215	Demonstrates knowledge of reasons for conservation, e.g. cost. P. 293

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
The student:	**The student:**	**The student:**	**The student:**
Demonstrates awareness of various ways to conserve energy. P. 64	Demonstrates knowledge that proper insulation in a home can save on fuel costs but may require an initial expense. P. 126	Demonstrates ability to select energy saving modes of travel, e.g. bicycle. P. 215	Practises various methods of conservation, e.g. recycling paper. P. 293
	Demonstrates knowledge and appreciation for the use of energy saving modes of travel, e.g. bicycle, public transport, walking. P. 126		
Recognizes his responsibility to preserve the environment, e.g. not damaging trees. P. 64	Given a choice of two equal products opts for the one with fewer negative environmental effects. P. 126		
6. Safety			
Demonstrates knowledge of safety rules that apply to the outdoors, e.g. buddy system, lost procedures. P. 64	Practises safety rules that apply to the outdoors. P. 127	Practises safety rules that apply to outdoors. P. 215	Demonstrates competency and safety in the performance of several out-of-doors activities about the home, e.g. use of the lawn mower, care and use of a rototiller, proper use of a step or extension ladder. P. 293
Demonstrates knowledge of the dangers inherent in everyday outdoor tools and chemicals: knives and axes, insect repellent sprays, camp-stove fuels, etc. P. 64			
States, discusses and follows water safety rules, e.g. never go swimming alone, never go into a boat without a life-jacket. P. 64	Demonstrates knowledge of water-safety rules. P. 127	Demonstrates ability to swim and drown-proof. P. 216 Demonstrates small-craft water safety. P. 215	Practises water safety, e.g. swimming and boating. P. 293
Demonstrates awareness of the danger inherent in fire and the effect that it can have on the environment. P. 65	Demonstrates knowledge of fire prevention methods. P. 127 Demonstrates ability to go to appropriate locations if caught in inclement or potentially dangerous weather. P. 128		

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
The student:	The student:	The student:	The student:
	Selects essential equipment for carrying when outdoors, e.g. pocket survival kit when camping. P. 127	Demonstrates some knowledge of survival methods. P. 215	Demonstrates ability to practise survival methods. P. 293
Demonstrates the knowledge of the danger involved in such practices: - drinking water from unsafe sources - eating snow - eating wild berries, mushrooms, etc. P. 65	Demonstrates a basic awareness of first aid for minor injuries, e.g. nettles, insect stings, small cuts, minor burns. P. 128	Demonstrates some knowledge of disease transmitted by animals. P. 215	
	Recognizes people in positions of authority in parks, campsites, and public outdoor centers, and demonstrates awareness of their ability to help in emergencies. P. 128	Recognizes risks involved in traveling on frozen lakes or rivers. P. 216	Demonstrates knowledge of possible dangers of various terrains. P.293

APPENDIX B

STUDENT PROFILE

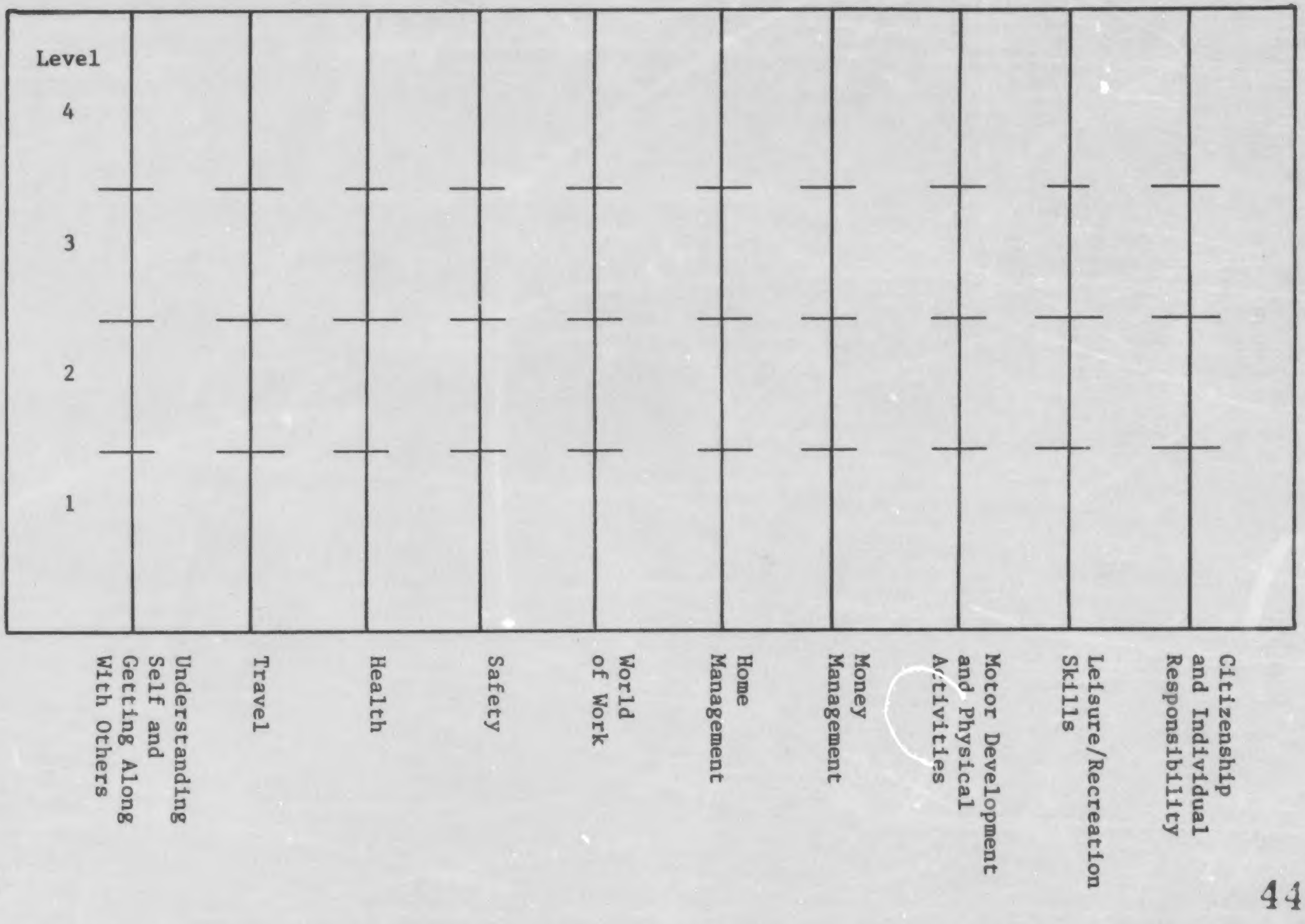
CHECKLIST

Student Profile

Student Name: ______________________

Date: ________________(Color code)

Date: ________________(Color code)



Student Profile

Name:______________________________ Date:_______________ Age:________

Scores: To determine placement level, use the following guide:

Number Correct (8 possible)		
	0 - 2	Level 1
	2 - 3	Level 2
	4 - 5	Level 3
	6 - 7	Level 4

Components:

	I	II	III	IV	V	VI	VII	VIII	IX	X
Score:										
Level:										

Note: The student profile is an approximate placement guide. It is intended to be used to obtain the level of functioning in the living/vocational skills section. Specific placement is obtained by using overview sheets which contain all the objectives.

CHECKLIST - PLACEMENT AND ASSESSMENT

Level 1 - 4

Instructions: Circle the student responses to item.
Add up the number of "Yes" responses and place on the score line.
Instructions for placement in levels of different areas appear on the Student Profile.

There are ten components of the checklist.

I. Understanding Self and Getting Along with Others

1. States/writes: full name, age, full address, telephone number. Yes No
2. Identifies by direct reference to people in the classroom or immediate community. Yes No
3. States/writes:
   - locality, province, ethnic background
   - ages of family members
   - birth date
   - classroom number

   Yes No
4. Recognizes violation of basic societal values (loyalty, respect, acceptance, freedom, equality, empathy, responsibility, interdependence, individuality). Yes No
5. Identifies extended family relationships. Yes No
6. Demonstrates the need for protection of self and property. Yes No
7. Identifies the need and function of self-identifying information (student I.D. number, social insurance number, birth certificate). Yes No
8. Demonstrates understanding of concepts of human rights (dignity and equality). Yes No

SCORE: ____________________

II. Travel

1. Identifies ways people can travel (walking, bicycle, school bus, private and public transportation). Yes No
2. States where to go for help if lost. Yes No
3. Identifies and understands a broader range of safety and traffic rules. Yes No
4. Demonstrates appropriate behavior and knowledge of rules (while traveling). Yes No
5. Identifies, understands and states an increased range of safety and traffic laws, including highway and civic laws for vehicles. Yes No
6. Identifies agencies that help travellers (A.M.A., R.C.M.P., local police). Yes No
7. Demonstrates understanding of a full range of regular safety and traffic rules and laws. Yes No
8. Travels independently beyond community (arranges accommodation, transportation, meals, costs). Yes No

SCORE: ____________________

III. Health

1. Identifies a variety of foods and sources from which they come. Yes No
2. Identifies some health helpers and their function (nurse, doctor). Yes No
3. Demonstrates knowledge that the body needs food for growth and for energy at work and play. Yes No
4. Identifies mental health personnel and their function (school psychologist, school guidance counsellor). Yes No
5. Demonstrates expanded knowledge of the four basic food groups and roles of nutrients for growth, health and energy. Yes No
6. Recognizes the importance of having a family doctor and dentist. Yes No
7. Demonstrates ability to select nutritious foods for a well-balanced diet. Yes No
8. Demonstrates ability to utilize health services. Yes No

SCORE: ____________________

IV. Safety

1. Identifies dangers associated with various areas in the home and school, e.g. sharp object, electrical outlets. Yes No
2. Seeks help when injured. Yes No
3. Demonstrates knowledge of how accidents can be prevented. Yes No
4. Recognizes source of help in time of emergency. Yes No
5. Follows routine safety procedures, e.g. fire, shop. Yes No
6. Demonstrates ability to utilize emergency services. Yes No
7. Demonstrates independence and reliability in coping with dangers and accidents. Yes No
8. Identifies the responsibilities of owning a car. Yes No

SCORE: ____________________

V. World of Work

1. Manipulates a variety of construction materials and tools, e.g. hammer, scissors, egg beater. Yes No
2. Accepts rules (home, school). Yes No
3. Identifies more tools and demonstrates greater proficiency in their use, e.g. hand saw. Yes No
4. Develops awareness that people must look for jobs. Yes No
5. Selects and uses appropriate tools for a specific project. Yes No
6. Recognizes that there is human rights legislation. Yes No
7. Organizes and cares for tools and equipment. Yes No
8. Demonstrates knowledge how to utilize community services related to worker's rights, e.g. Human Rights Commission. Yes No

SCORE: ________________

VI. Home Management

1. Identifies different types of stores, e.g. men's/women's clothing stores, shoes. Yes No
2. Demonstrates ability to help mother care for siblings. Yes No
3. Stores outer clothing properly. Yes No
4. Recognizes importance of prevention and care of disease. Yes No
5. Demonstrates ability to clean clothing, e.g. launder. Yes No
6. Demonstrates ability to administer first aid. Yes No
7. Interprets washing, cleaning and care labels on articles of clothing. Yes No
8. Recognizes emotional and physical needs of children. Yes No

SCORE: ________________

VII. Money Management

1. Lists sources of money, e.g. parents, job, hobby. Yes No
2. Saves own money. Yes No
3. Names jobs for which payment is made. Yes No
4. Demonstrates understanding that prices of familiar items vary from time to time. Yes No
5. Names factors that affect wages, e.g. training, time, danger, seasonal. Yes No
6. Describes circumstances when borrowing is appropriate. Yes No
7. Calculates money earned, gross/net pay, regular/overtime, weekly, monthly, annually. Yes No
8. Demonstrates ability to utilize banking services. Yes No

SCORE: ____________________

VIII. Motor Development and Physical Activities

1. Demonstrates a variety of movements, e.g. locomotion-leaping, etc. and others, e.g. tumbling, striking. Yes No
2. Demonstrates respect for other's property. Yes No
3. Demonstrates a variety of movement combinations, e.g. throwing and catching, ball handling and running. Yes No
4. Demonstrates knowledge of the rights of others. Yes No
5. Demonstrates proficiency in movement combinations. Yes No
6. Practises sportsmanship in team games. Yes No
7. Demonstrates greater proficiency in games and sports. Yes No
8. Demonstrates ability to budget time for active use of leisure time. Yes No

SCORE: ____________________

IX. Leisure/Recreation Skills

1. Tears shapes from paper. Yes No
2. Engages in (craft and hobby) activities according to interests and abilities, e.g. paper weaving. Yes No
3. Cuts a definite shape with blunt scissors. Yes No
4. Demonstrates knowledge that scenery, lighting affect the action of story (drama). Yes No
5. Demonstrates ability to sew, lace, tie, pin and staple in making constructed items. Yes No
6. Demonstrates skill in communicating ideas and feelings (drama). Yes No
7. Builds imaginative toys from familiar materials. Yes No
8. Demonstrates knowledge that his response to a presentation provides feedback to the players (drama). Yes No

SCORE: ____________________

X. Citizenship and Individual Responsibility

1. Identifies own family members by name. Yes No
2. Demonstrates awareness of danger inherent in fire and the effect it can have on the environment. Yes No
3. Identifies members of extended family by name. Yes No
4. Recognizes people in positions of authority in parks, etc. Yes No
5. Identifies what constitutes a family from societal-legal perspective. Yes No
6. Demonstrates some knowledge of disease transmitted by animals. Yes No
7. Assumes roles and responsibilities associated with being an independent adult. Yes No
8. Demonstrates knowledge of possible dangers of various terrains. Yes No

SCORE: ____________________

APPENDIX C

RESOURCES

LEVEL 1

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Activities for Developing Positive Self Awareness - Milliken Publishing Co.

Big Box - Body and Self Awareness - Devleopmental Learning Materials

Body Imagery: Body Awareness Activities - Milton Bradley

The Centering Book - Prentice-Hall Inc.

Conflict Management - Princeton University Press

Discover: Self and Society - Follett Publishing Company

D.U.S.O. - Psycan

Focus on Self Development - Science Research Assoc.

Free to be You and Me - McGraw-Hill Publishing Company

Got to be Me - Argus Communications

I Know How You Feel - Thomas Nelson and Sons

Interaction IV - Raintree Publications

Journey to Success - Kahl's Inc.

Listening Games - MacMillan Publishing Co.

Magic Circle - Human Development Training Institute

Man and His World Series - Bowmar/Noble

Man in a World of Change Series - Benefic Press

Moods and Emotions - David C. Cooke Publishing

Mostly Me - Good Apple Inc.

People in a World of Change Series - Benefic Press

Primarily Me - Good Apple Inc.

Project Me: Let's Look For ... - Thomas Nelson and Sons

Second Centering Book - Prentice-Hall Inc.

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS (CONT'D.)

Social Learning Curriculum Kits - Charles E. Merrill Pub. Inc.

Social Perceptual Training Kit for Community Living - Educational Activities

Understanding Your Feelings and Emotions - Prentice-Hall Inc.

What Does It Mean? - Addison Wesley Publishing Co. Inc.

Who's Afraid of the Big Bad Wolf? - Kahl's Inc.

TRAVEL

Road Signs of the Times - Ideal School Supply Co.

Survival Signs - Ideal School Supply Co.

HEALTH

Body Imagery: Body Awareness Activities - Milton Bradley

Body Parts Dice Game - Developmental Learning Materials

Canada Food Guide - Department of Public Health

Department of Agriculture Materials

Foods: Where Do They Come From? - Kahl's Inc.

Handle With Care Series - International Tele-film Enterprises

Milk Foundation Materials - Local Milk Foundation

Peabody Language Development Kit - Psycan

Peabody Song Kit - Psycan

Self-Care Sequential Cards - Developmental Learning Materials

Squeegee Learns About Drugs - Kahl's Inc.

Vital Vittles Win the West - Kahl's Inc.

SAFETY

Bus Driver's Helpers - International Tele-film Enterprises

Donald's Fire Survival Plan - Magic Lantern

SAFETY (CONT'D.)

Fire in Town - National Film Board

How to Have an Accident at Home - Magic Lantern

How to Have an Accident at Work - Magic Lantern

I'm No Fool as a Pedestrian - Magic Lantern

I'm No Fool Having Fun - Magic Lantern

I'm No Fool in Water - Magic Lantern

I'm No Fool with Electricity - Magic Lantern

One Little Indian - National Film Board

Peabody Song Kit - Psycan

Playground Safety: The Peeperkorns - McGraw-Hill

Prevent: A Handbook of Classroom Ideas - Educational Performance Associates

Safety in the Home - Library Sound Services

Safety in Transit - International Tele-film Enterprises

Who's Afraid of the Big Bad Wolf? - Kahl's Inc.

WORLD OF WORK

All About Manners - Kahl's Inc.

Career Association Cards - Developmental Learning Materials

Career Cards - Milton Bradley

Careers Loto Game - Milton Bradley

Community Helpers - Ideal School Supply Co.

Consumer Sequential Cards - Developmental Learning Materials

Courtesy in the Community - Childrens' Press

A Good Worker - Mafex Associates

I.P.A. Manual (Integrated Practical Activities) - Alberta Education

WORLD OF WORK (CONT'D.)

The I Want to Be Books - Scholar's Choice

Ladybird Books: Careers - Scholar's Choice

Magic Circle - Human Development Training Institute

Modern Workers for Career Awareness - Scholar's Choice

Occupational Alphabet - Western Educational Activities

One Hundred Ways to Enhance Self-Concept in the Classroom - Prentice-Hall Inc.

Our Helpers - Milton Bradley

Positive Attitude Posters - Economic Press

Sign-A-Mite - Mafex Associates

Stories About Workers - Frank E. Richards

Workjobs I and II - Addison Wesley

Workjobs for Parents - Addison Wesley

HOME MANAGEMENT

Clothing and Textiles Educational Materials Directory - National Home Sewing Association

Dishes and Utensils - Scholar's Choice

Happy Housekeepers - Frank E. Richards

Household Items - Instructo Publishing

Kids in the Kitchen - Peninsula Publishing

Lessons in Living - Ginn and Co.

Sew It Yourself - Gage

Training for Independence: Dress Skills - Developmental Learning Materials

Turn Kids on to Good Food - Wise Owl

Words to Wear - Barnell Loft Ltd.

MONEY MANAGEMENT

A Course in Coins - Mafex Associates

Dollars and Sense - Fearon

How Money and Credit Help Us - Benefic Press

Let's Go Shopping - Frank E. Richards

Money Math - Mafex Associates

The Story of Money - Folcroft Library Editions

Your World of Money - Canadian Broadcasting Corporation

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES

Creative Games for Learning - Council for Exceptional Children

Creative Play for the Developing Child - Fearon

D.U.S.O. - American Guidance Service Inc.

Guidelines to Basic Learning Skills - Med Publishers

I Can Kits - Hubbard Scientific Co.

Move-Grow-Learn - Follett Publishers

Perceptual Motor Development Series - Fearon Pitman

Special Education Teaching Games - T.E. Denison Co.

Teaching Your Wings to Fly - Prentice-Hall

Until the Whistle Blows - Prentice-Hall

LEISURE/RECREATION

Arts and Crafts for Slow Learners - Instructo

Arts and Crafts for Special Education - Fearon

Creative Art for Learning - Council for Exceptional Children

Creative Art Tasks for All Children - Love Publishing

Creative Dramatics for All Children - Association for Childhood Education International

LEISURE/RECREATION (CONT'D.)

Creative Movement for Special Education - Fearon

Creative Play for the Developing Child - Fearon

Dance Movement Experience Cards - Educational Insights

Drama With Children - Harper and Rowe Pub.

Easy Crafts for the Classroom - Instructo

Elementary Art Curriculum Guide - Alberta Department of Education

Hap Palmer Records - Activity Records

I.P.A. Manual (Integrated Practical Activities) - Alberta Education

Idea - Developmental Experiences Through Art - Follett

It's Me! Building Self-Concepts Through Art - Teaching Resources

Learning Through Art - Ginn and Co.

Music for Special Education - Silver Burdett Co.

Reaching the Special Learner Through Music - Silver Burdett Co.

Simple Stunts for Children - Kimbo Educational

Teaching with Creative Dramatics - National Textbook

Telling Stories Through Movement - Copp Clark

Tom Thumb Early Learning Library - Thomas Nelson & Sons

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Animal Classification - Where Do They Belong - Ideal

Animal Sorting Games - Devleopmental Learning Materials

Animals Around You - National Geographic Society

Animals Near Your Home - National Geographic Society

Creative Science Experiences for the Young Child - Incentive Pubs.

Energy Conservation - Burbank

ESS/Special Education Teacher's Guide - McGraw-Hill

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY (CONT'D.)

Family Countdown - Scholastic Book Services

Family Value - Scholastic Book Services

Flora and Fauna Kit - Government of Alberta

Let's Find the Pollution Solution - January Productions

A Look at Divorce - Lerner Publications Co.

Mom's New Job - Raintree Publications

Ourselves - MacDonald Educational Supply

Places Where Plants and Animals Live - National Geographic Society

Pollution Solution - Burbank

Schools Without Failure - Harper and Rowe

Take a Look at Nature - Creative Teaching Press

Thinking Box - Thinking Skills Development Program - Benefic Press

What is a Community - Oxford University Press

Where is Daddy? The Story of Divorce - Beacon Press

LEVEL 2

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Activities for Developing Positive Self Awareness - Millekan Publishing Co.

All About Manners - Kahl's Inc.

Big Box - Body and Self Awareness - Developmental Learning Materials

The Centering Book - Prentice-Hall

Conflict Management - Princeton University Press

Conflict Management Curriculum Book - Human Development Training Institute

Discover: Self and Society - Follett Publishing Co.

D.U.S.O. - Psycan

Experimental Development Program - Benefic Press

Family Countdown - Kahl's Inc.

Focus on Self Development - Science Research Assoc.

Free to Be ... You and Me - McGraw-Hill Publishing Co.

Got To Be Me - Argus Communications

I Know How You Feel - Thomas Nelson and Sons

Interaction IV - Raintree Publications

I've Got Me and I'm Glad - Incentive Publication

Journey to Success - Kahl's Inc.

Listening Games - MacMillan Publishing Co.

Magic Circle - Human Development Training Institute

Man in a World of Change Series - Benefic Press

Me and Others - Educational Design

Moods and Emotions - David C. Cooke Publishing

Mostly Me - Good Apple Inc.

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS (CONT'D.)

Peace, Harmony and Awareness - A Relaxation Awareness Program for Children - Incentive Publications

Primarily Me - Good Apple Inc.

Project Me: Let's Look For - Thomas Nelson and Sons

Rainbow Activities: 50 Multicultural/Human Relations Experiences - Creative Teaching Press

Relaxation - A Comprehensive Manual for Adults, Children and Children with Special Needs - Research Press Company

Sandman's Land - Developmental Learning Materials

Schools Without Failure - Harper and Rowe

Second Centering Book - Prentice-Hall Inc.

Social Learning Curriculum Kits - Charles E. Merrill Publishing Inc.

This is Me - Argus Communications

Toward Affective Development - Psycan

When Two Divide - Kahl's Inc.

Who's Afraid of the Big Bad Wolf - Kahl's Inc.

TRAVEL

Basic Map Skills - SETSCO Educational

Bicycle Safety - Library Sound Services

Five Map Skills - Game Boards - Scholar's Choice

Road Signs of the Times - Ideal School Supply Co.

Survival Signs - Ideal School Supply Co.

HEALTH

Almost Everyone Does - Wombat

Body Parts Dice Game - Developmental Learning Materials

Calgary Milk Foundation Materials

HEALTH (CONT'D.)

Canada Food Guide - Department of Public Health

Drugs - Friend or Foe - Kahl's Inc.

Food for Health - International Tele-film Enterprises

Food for Thought - Kahl's Inc.

Foods We Eat - Coronet

Foods: Where Do They Come From - Kahl's Inc.

Human Growth Series - Marshfilm

Milk Foundation Materials - Local Milk Foundation

The Problem: Acne - Interpretive Education

Self Care Sequential Cards - Developmental Learning Materials

Self Care Series - Library Sound Services

Squeegee Learns About Drugs - Kahl's Inc.

Vital Vittles Win the West - Kahl's Inc.

SAFETY

Fire in Town - National Film Board

How to Have an Accident at Home - Magic Lantern

I.P.A. Manual (Integrated Practical Activities) - Alberta Education

Prevent: A Handbook of Classroom Ideas - Educational Performance Associates

Road Signs of the Times - Ideal School Supply Co.

Safety in the HOme - Library Sound Services

Safety Series - Marshfilm

Tiger, Tiger Burning Bright - Kahl's Inc.

Whatever Happened to Linda - Kahl's Inc.

Who's Afraid of the Big Bad Wolf - Kahl's Inc.

Prevent: A Handbook of Classroom Ideas - Educational Performance Associates

WORLD OF WORK

At Least A Thousand Things To Do - Incentive Publications

Attitude and Safety Posters - Worker's Compensation Board of Alberta

Career Association Cards - Developmental Learning Materials

Career Awareness Program - Scholar's Choice

Career Cards - Milton Bradley

Careers Loto Game - Milton Bradley

Community Helpers - Ideal School Supply Co.

Deal Me In - Jeffrey Norton

Functional Word Phrases for Everyday Living - Frank E. Richards

Getting a Job - Fearon

A Good Worker - Mafex Assoc.

I.P.A. Manual (Integrated Practical Activities) - Alberta Education

I Want To Be Books - Scholar's Choice

I've Got Me and I'm Glad - Western Educational Activities

Jobs From "A to Z" - Frank E. Richards

Kid's Stuff - Incentive Publications

Ladybird Books: Careers - Scholar's Choice

Making It On Your Own - Frank E. Richards

Me and Others - Educational Design Inc.

My Dad's A Park Ranger - Scholar's Choice

Occupational Alphabet - Western Educational Activities

100 Ways to Enhance Self-Concept in the Classroom - Prentice-Hall Inc.

Perhaps I'll Be ... Series - McClelland and Stewart

Positive Attitude Posters - Economic Press

WORLD OF WORK (CONT'D.)

Real People at Work - Occupational Awareness Program - Educational Research Council of Alberta

Sign-A-Mite - Mafex Assoc.

Stories About Workers - Frank E. Richards

The Mouse, the Monster and Me - B.L. Winch and Associates

Using Community Resources - Follett

Workjobs I and II - Addison Wesley

HOME MANAGEMENT

ABC Cookery - Argus Communications

Classroom Cookery - Creative Teaching Press

Clothing Care Series - Kahl's Inc.

Crunchy Bananas - Nitty Gritty Publications

Food Planning - Kahl's Inc.

Planning Meals and Shopping - Fearon

What's Cooking - Bowmar

MONEY MANAGEMENT

A Course in Coins - Mafex Associates

Budgeting Series - Interpretive Education

Managing Your Money - Western Educational Activities

Money Math - Mafex Associates

Your Family and It's Money - Houghton-Mifflin

Your World of Money - Canadian Broadcasting Corp.

MOTOR DEVELOPMENT

Becoming Yourself - St. Anthony Messenger Press

Creative Games for Learning - Council for Exceptional Children

MOTOR DEVELOPMENT (CONT'D.)

Creative Movement for Special Education, A Guide to Activities Throughout the School Year - Fearon

Creative Play for the Developing Child - Fearon

D.U.S.O. - Psycan

Focus on Self Development - Science Research Assoc.

Skillbuilders - Teaching Resources Corp.

Teaching Your Wings to Fly - Prentice-Hall

Until the Whistle Blows - Prentice-Hall

LEISURE/RECREATION

Art Box - Educational Insights

Arts and Crafts for Special Education - Fearon

The Craft Center - Creative Teaching Press

Create: A Handbook of Classroom Ideas to Motivate the Teaching of Primary Art - Educational Performance Activities

Creative Art Tasks for Children - Moyer and Vico

Creative Dramatics - Instructo

Creative Dramatics for All Children - Association for Childhood Education International

Dance Movement Experiences - Educational Insight

Easy Crafts for the Classroom - Instructo Publications

Helping Children Draw - Instructo Publications

I.P.A. Manual (Integrated Practical Activities) - Alberta Education

Idea - Developmental Experiences Through Art - McGraw-Hill Ryerson

Music for Special Education - Silver Burdett Co.

Reaching the Special Learner Through Music - Silver Burdett Co.

Recipes for Arts and Crafts Materials - Lothrup, Lee and Sheppard

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LEISURE/RECREATION (CONT'D.)

Scrap Craft - Instructo

Starting Points - Methuen

Trash Can Toys and Games - Penguin

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

A Citizens Handbook on Waste Management and Recycling - Toronto Ministry of the Environment

A Handbook of Classroom Ideas to Motivate the Teaching of Elementary Ecology - Educational Performance Activities

Energy Conservation Cutouts - Burbank

ESS/Special Education - McGraw-Hill

Family Countdown - Scholastic Book Services

Family Value - Scholastic Book Services

Home and Family - Edumedia

The Garbage Book - Ottawa Department of Energy, Mines and Resources

Garbage Gus Poster - Office of Energy Conservation, Ottawa

Government Environmental Resource Materials Guide, 1977 - Alberta Environment Communications Branch

Mom's New Job - Raintree

Outdoor Education Handbook K-7 - Yalenka Enterprises

Pollution Solution - Burbank

Science Experiments You Can Eat - J.B. Lippencott

TABA Program in Social Studies - Scholastic

Working for Canadians - Prentice-Hall

The World of People - McGraw-Hill

LEVEL 3

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Activities for Developing Positive Self Awareness - Milliken Publishing Co.

All About Manners - Kahl's Inc.

Conflict Management - Princeton University Press

Focus on Self Development: Stage Three Involvement - Science Research Assoc.

I Hate to Read - Educational Activities

Innerchange: A Journey Into Self Learning Through Group Interaction - Human Development Training Institute

I've Got Me and I'm Glad - Incentive Publications

Lifeline Materials - Viking Press

Magic Circle - Human Development Training Institute

Me and Others - Educational Design

Second Centering Book - Prentice-Hall Inc.

Today's Teen - Charles A. Bennett

Toward Affective Development - Psycan

Whatever Happened to Linda? - Kahl's Inc.

What's Happening to Me? - Lyle Stewart Pub.

TRAVEL

Bicycle Safety - Library Sound Services

Five Map Skills Game Boards - Scholar's Choice

International Traffic Signs - Kahl's Inc.

How to Read a Map - Lakeshore Curriculum Materials

How to Read a Schedule - Lakeshore Curriculum Materials

Motorcycle Safety - Library Sound Services

HEALTH

Being Boys, Being Girls - Visual Education Centre

Canada Food Guide - Department of Public Health

A Capsule Look at What Drugs Do to You - Kahl's Inc.

Diet for a Small Planet - Viking Films

Digestive System - Visual Education Centre

Drug Abuse: It's Your Decision - Kahl's Inc.

Drug Abuse: Who Needs It? - Kahl's Inc.

Drug Education Series - Marshfilm

Egg and Sperm - International Tele-film Enterprises

Exercise: Fit to Be Tied - Kahl's Inc.

Food for Health - International Tele-film Enterprises

Food for Thought - Kahl's Inc.

Fundamentals of the Nervous System - Visual Education Centre

The Growing Trip - Kahl's Inc.

Have a Heart - Kahl's Inc.

How a Hamburger Turns Into You - Viking Films

Human Growth Series - Marshfilm

Milk Foundation Materials - Local Milk Foundation

Physical Fitness Series - Marshfilm

Practical Drug Series - Interpretive Education

The Problem: Acne - Interpretive Education

Self Care Series - Interpretive Education

Smoke Screen - International Tele-film Enterprises

Too Much of a Good Thing - Kahl's Inc.

Weight Control - What Are You Up To? - Kahl's Inc.

SAFETY

Avoiding Accidnets: Safety and First Aid - Globe

Health and Safety Series - Library Sound Services

I.P.A. (Integrated Practical Activities) Manual - Alberta Education

Playing it Safe with Animals - Kahl's Inc.

Rescue Breathing: Artificial Respiration - Canadian Red Cross Society

Safety SEries - Marshfilm

Shop Safety - Kahl's Inc.

Tiger, Tiger Burning Bright - Kahl's Inc.

Water Hazard - Canadian Red Cross Society

Whatever Happened to Linda? - Kahl's Inc.

WORLD OF WORK

All About Jobs - Mafex Associates

All About Manners - Kahl's Inc.

At Least A Thousand Things to Do - Incentive Publications

Attitude and Safety Posters - Worker's Compensation Board of Alberta

Canadian Classification and Dictionary of Occupations - Department of Manpower and Immigration

Canadian Occupational Groups - Department of Manpower and Immigration

Career Awareness Program - Scholar's Choice

Career Education Series - Interpretive Education

Career Search - Scholastic

Careers - Parker Brothers

Cook and Learn - Bowmar

Deal Me In - Jeffrey Norton

English for Adult Living - Mafex Associates

Finding a Job - Kahl's Inc.

WORLD OF WORK (CONT'D.)

Finding and Holding a Job - Western Educational Activities

Finding Work - Follett Publishing Co.

First Job Kit - Mafex Associates

Following Directions - McGraw-Hill

Forms in Your Life - Globe Press

40 Letters to Write - Academic Therapy

Functional Word Phrases for Everyday Living - Frank E. Richards

Fun Task CArds - Wise Owl

Getting a Job - Fearon

Getting Ahead in Your Job - Society for Visual Education

Good Work Habits - Mafex Associates

A Good Worker - Mafex Associates

Guide to the Community - Elwyn Institute

Help! - Mafex Associates

How to Get That Job - Mafex Associates

How to Hold Your Job - John Day Company

How to Read Classified Ads - Interpretive Education

I Can Make It on My Own - Prentice-Hall

I.P.A. (Integrated Practical Activities) Manual - Alberta Education

I'm Going to Work - Mafex Associates

Job Attitudes - Mafex Associates

The Job Book - Scholastic Book Services

The Job Box - Rearon

Job Interview Kit - Janus

Jobs From "A to Z" - Frank E. Richards

WORLD OF WORK (CONT'D.)

Keep Up the Good Work - Prentice-Hall Inc.

Kids in the Kitchen - Peninsula Publishing

Looking Into The Future - Frank E. Richards

Mac Works in a Clothing Factory - Frank E. Richards

Math for Citizenship - Mafex Associates

Me and Jobs - Educational Design

Me and Others - Educational Design

Notch Series - Mafex Associates

Our World of Work - Mafex Associates

Part-time Jobs - Library Sound Services

Picture Interest Inventory - McGraw-Hill

Real Life Reading - Scholastic Book Services

Real Life Reading and Writing on the Job - Scholastic Book Services

Service Occupations - Frank E. Richards

Shop Made Easy - Frank E. Richards

Shop Safety - Interpretive Education

Sign-A-Mite - Mafex Associates

Sign Survival Poster Program - Mafex Associates

Social and Prevocational Information Battery - Frank E. Richards

So You Want A Job, Eh? - Canadian Broadcasting Corporation

A Special Picture Cook Book - Edmark Associates

Stories About Workers - Frank E. Richards

Task Analysis and Electronics Assembly Training Manual - National Children's Centre

Using Community Resources - Follett Publishing Co.

Work Experience Education Handbook - Alberta Education

WORLD OF WORK (CONT'D.)

Work for Everyone - Frank E. Richards

Working Makes Sense - Fearon

Working With Wood - Frank E. Richards

World of Work Series - Educational Design Inc.

You and Your World - Scholastic Book Services

You Gotta Know Yourself - Saskatchewan Education

Young Homemakers at Work Series - Fearon

Your Kind of Job - McGraw-Hill

HOME MANAGEMENT

Alice in Consumerland - January Productions

Babysitting Program - Kahl's Inc.

Child Growth and Development - McGraw-Hill

Clothing Care Series - Kahl's Inc.

Clothing: The Visible Self - Library Sound Services

Exploring Foods - Prentice-Hall

Exploring Homemaking and Personal Living - Prentice-Hall

Food Planning - Kahl's Inc.

Getting Ready to Cook - Fearon

Inexpensive Apartment Decorating - Kahl's Inc.

Infant Care and Development - McGraw-Hill

Planning for Your Own Apartment - Fearon

Planning Meals and Shopping - Fearon

You and Your Food - Prentice-Hall

MONEY MANAGEMENT

Bank Account - Western Educational Activities

Bank Book - Frank E. Richards

Banking, Budgeting and Employment - Frank E. Richards

Basic Skills Curriculum Guide - Teaching Resources

Big Deal - Western Educational Activities

Bills - How to Pay Them - Kahl's Inc.

Budgeting Series - Interpretive Education

Chequing Accounts, Cheques and Stubs - Mafex Associates

Classroom Money Management Kit - Interpretive Education

Consumer Education - Fearon

A Course in Coins - Mafex Associates

Credit Buying Series - Interpretive Education

Department Store Math - Western Educational Activities

Dollars and Sense - Fearon

Easy Money - Doubleday

Fill in the Blanks - Mafex Associates

Food Buymanship - Consumer Association of Canada

Getting Applications Right - Scholastic Book Services

Getting Ready for Payday - Frank E. Richards

Guide to the Community - Elwyn Institute

How Money and Credit Help Us - Benefic Press

Let's Go Shopping - Frank E. Richards

Managing Your Money - Raintree Publications

Market Math Dial - Scholar's Choice

Math for Adult Living - Mafex Associates

MONEY MANAGEMENT (CONT'D.)

Math for Banking - Mafex Associates

Math for Citizenship - Mafex Associates

Math for Employment (I, II) - Mafex Associates

Math for Family Living - Mafex Associates

Math for the Worker - Mafex Associates

Money Makes Sense - Fearon

Money Management - McGraw-Hill

Money Management Resource Kit - Changing Times

Money Matters - Creative Publications

Monopoly - Parker Brothers

One Penny, Two Penny - Sutherland

Pennies, Nickels, and Dimes - Scholar's Choice

Planning Meals and Shopping - Fearon

Real Life Math - Scholastic Book Services

Shopping Lists - Developmental Learning Materials

Supermarket Measurement - B.C. Teacher's Federation

Swindle - Edu-media

Useful Arithmetic - Frank E. Richards

Using Dollars and Sense - Fearon

Using Money Series - Frank E. Richards

Wages, Salaries and Paychecks - Mafex Associates

Working Makes Sense - Fearon

Your Family and It's Money - Houghton-Mifflin

Your Money Matters - Royal Bank of Canada

Your World of Money - Canadian Broadcasting Corporation

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES

Toward Affective Development - Psycan

LEISURE/RECREATION

Cardboard Carpentry Workshop - Education Development Centre

Corrugated Carton Crafting - Sterling Publications

The Further Adventures of Cardboard Carpentry - Workshop for Learning Things

Scrap Crafts - Instructo

Starting Points - Methuen

Trash Can Toys and Games - Penguin Books

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Canada's Endangered Species - Alberta Education

Ecology and Energy Action Pack - McDonalds Corporation

Energy Management for the Future - Department of Energy, Mines and Resources

Family Countdown - Scholastic Book Services

Family Value - Scholastic Book Services

Government Environmental Resource Materials Guide - Alberta Environment

Hinterland Who's Who Series - Canadian Wildlife Association, Ottawa

Living Well in Times of Scarcity - Pollution Probe and Consumer Association of Canada

Making Maps - Scott Foresman

Pollution - Holt, Rinehart and Winston

Science Experiments You Can Eat - J.B. Lippincott

Working for Canadians - Prentice-Hall

Working Together - Prentice-Hall

LEVEL 4

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Activities for Developing Positive Self Awareness - Milliken Publishing Co.

All About Manners - Kahl's Inc.

Conflict Management - Princeton University Press

Going Places with Your Personality - Fearon-Pitman

Focus on Self Development - Science Research Associates

It's Your Life - Benefic Press

I've Got Me and I'm Glad - Incentive Publications

Lifeline Materials - Viking Press

Magic Circle - Human Development Training Institute

Manners - Frank E. Richards Publishing Co.

Schools Without Failure - Harper and Rowe Pub.

Second Centering Book - Prentice-Hall Inc.

Today's Teen Series - Bennett Books

Values Clarification - Hart Publishing

TRAVEL

Alberta Motor Association Materials - Alberta Motor Association

How to Read A Map - Interpretive Education

How to Read A Schedule - Interpretive Education

International Traffic Signs - Kahl's Inc.

Motorcycle Safety - Interpretive Education

Real Life Reading - Scholastic Book Services

HEALTH

The Alcohol Problem: What Do You Think? - Visual Education Centre

Battling Disease: Protecting Your Health - Globe

HEALTH (CONT'D.)

Canada Food Guide - Department of Public Health

Cancer Society Materials - Canadian Cancer Society

A Capsule Look at What Drugs Do to You - Kahl's Inc.

Department of Agriculture Materials - Canadian Department of Agriculture

Department of Health Materials - Canadian Department of Health and Welfare

The Drag - National Film Board

Drug Abuse: It's Your Decision - Kahl's Inc.

Drug Abuse: Who Needs It? - Kahl's Inc.

Drug Education Series - Marshfilm

Egg and Sperm - International Tele-film Enterprises

Exercise: Fit To Be Tried - Kahl's Inc.

Facing the Facts: Drugs, Alcohol and Tobacco - Globe

Food for Life: The Basic Four - Tupperware Educational Services

The Growing Trip - Kahl's Inc.

The High - International Tele-film Enterprises

How A Hamburger Turns Into You - Viking Films

Human Growth Series - Marshfilm

Physical Fitness Series - Marshfilm

The Problem: Acne - Interpretive Education

Self Care Series - Interpretive Education

There's A New You Comin' - Kahl's Inc.

Too Much of A Good Thing - Kahl's Inc.

Today's Teen Series - Chas. A. Bennett

SAFETY

Avoiding Accidents: Safety and First Aid - Globe

SAFETY (CONT'D.)

Case of Officer Hallibrand - Ohio Oil Company

Help Is - National Film Board

I.P.A. (Integrated Practical Activities) Manual - Alberta Education

Motorcycle Safety - Interpretive Education

Playing It Safe With Animals - Kahl's Inc.

Tiger, Tiger Burning Bright - Kahl's Inc.

WORLD OF WORK

All About Jobs - Mafex Associates

All In A Day's Work - Globe/Modern Curriculum Press

Application Forms - Frank E. Richards

Archway Occupational Academic Program - Academic Therapy Publications

Attitude and Safety Posters - Worker's Compensation Board of Alberta

Canadian Classification and Dictionary of Occupations - Department of Manpower and Immigration

Canadian Occupational Groups - Department of Manpower and Immigration

Career Comparison Kit - Mafex Associates

Career Search - Scholastic Book Services

English for Adult Living - Mafex Associates

Fill in the Blanks - Mafex Associates

Finding A Job Series - Kahl's Inc.

Finding Work - Follett Publishing Co.

First Job Kit - Mafex Associates

Following Directions - McGraw-Hill

Forms in Your Future - Learning Tree Publishing

Forms in Your Life - Globe Press

WORLD OF WORK (CONT'D.)

40 Letters to Write - Academic Therapy Publications

From Classroom to Career - Marvin Melnyk Publishing

Functional Word Phrases for Everyday Living - Frank E. Richards

Getting a Job - Fearon

A Good Worker - Mafex Associates

Guide to the Community - Elwyn Institute

Help! - Mafex Associates

High School Work Study Programs for the Retarded - Charles C. Thomas

How to Get That Job - Mafex Associates

How to Hold Your Job - John Day Company

How to Write It Yourself - Frank E. Richards

I Can Make It On My Own - Prentice-Hall Inc.

Job Attitudes - Mafex Associates

The Job Book - Scholastic Book Services

Keeping That Job - Follett Publishing Co.

Learn to Earn - Mafex Associates

Listening on the Job - Van Nostrand Reinhold

Looking into the Future - Frank E. Richards

Mac Works in a Clothing Factory - Frank E. Richards

Math for Citizenship - Mafex Associates

More Fill in the Blanks - Mafex Associates

The Nature of Work - National Film Board

Occupational Health and Safety Posters - Worker's Compensation Board

Our World of Work - Mafex Associates

Picture Interest Inventory - McGraw-Hill

Positive Attitude Posters - Economic Press

WORLD OF WORK (CONT'D.)

Preparing for a Job Interview - Frank E. Richards

Questions About Compensation Benefits Answered - Worker's Compensation Board

Real Life Reading and Writing on the Job - Scholastic Book Services

Real People at Work - Marvin Melnyk Pub.

Service Occupations - Frank E. Richards

Shop Made Easy - Frank E. Richards

Shop Safety - Interpretive Education

Sign-A-Mite - Mafex Associates

Sign Survival Poster Program - Mafex Associates

Social and Prevocational Information Battery - Frank E. Richards

So You Want a Job, Eh? - Canadian Broadcasting Corporation

Stories About Workers - Frank E. Richards

Turner Career Guidance Series - Follett Publishing Co.

Turner-Livingstone Communication Series - Follett Publishing Co.

Vocational Readers - Fearon

Wages, Salaries or Paycheques - Mafex Associates

Work Experience Education Handbook - Alberta Education

Work for Everyone - Frank E. Richards

Working Makes Sense - Fearon

Working With Wood - Frank E. Richards

World of Work Series - Educational Design Inc.

You and Your World - Scholastic Book Services

Your Kind of Job - McGraw-Hill

HOME MANAGEMENT

All About Clothes - McGraw-Hill

Apartment Hunting Series - Kahl's Inc.

HOME MANAGEMENT (CONT'D.)

Babysitting Program - Kahl's Inc.

Caring for Kids - McGraw-Hill

Clothing Care Series - Kahl's Inc.

Clothing, a Comprehensive Study - Prentice-Hall Inc.

Clothing: The Visible Self - Library Sound Services

The Comparitive Shopper - Relevant Publications

Exploring Foods - Prentice-Hall

Exploring Homemaking and Personal Living - Prentice-Hall Inc.

The Family Series - Marshfilm

Food and Nutrition - Library Sound Services

Food and You - McGraw-Hill

Inexpensive Apartment Decorating - Kahl's Inc.

Infant Care and Development - McGraw-Hill

Keeping Food Fit: Storing and Freezing - Tupperware Educational Services

Look and Cook - Butterick

Nutrition Series - Marshfilm

Planning for Your Own Apartment - Fearon

Planning Meals and Shopping - Fearon

You and Your Food - Prentice-Hall Inc.

MONEY MANAGEMENT

Bank Book - Frank E. Richards

Banking, Budgeting and Employment - Frank E. Richards

Basic Skills Curriculum Guide - Teaching Resources

Big Deal - Western Educational Activities

Budget - Viking Press

MONEY MANAGEMENT (CONT'D.)

Chequing Accounts, Cheques and Stubs - Mafex Associates

Consumer Education - Fearon

Credit Buying Series - Interpretive Education

Department Store Math - Western Educational Activities

Easy Money - Doubleday

Fill in the Blanks - Mafex Associates

Food Buymanship - Consumer Association of Canada

Getting Down to Basics About Advertising - Canadian Advertising Advisory Board

Getting Ready for Payday - Frank E. Richards

Guide to the Community - Elwyn Institute

How Money and Credit Help Us - Benefic Press

Let's Go Shopping - Frank E. Richards

Managing Your Money - Raintree Publications

Market Math Dial - Scholar's Choice

Math for Adult Living - Mafex Associates

Math for Banking - Mafex Associates

Math for Citizenship - Mafex Associates

Math for Employment (I, II) - Mafex Associates

Math for Family Living - Mafex Associates

Math for the Worker - Mafex Associates

Money Management - McGraw-Hill

Money Management Resource Kit - Changing Times

Money Math - Mafex Associates

Money Matters - Creative Publications

Monopoly - Parker Brothers

MONEY MANAGEMENT (CONT'D.)

Pacemaker Practical Arithmetic Series - Fearon

Planning Meals and Shopping - Frank E. Richards

Shopping Lists - Developmental Learning Materials

Swindle - Edu-Media

Using Dollars and Sense - Fearon

Wages, Salaries and Paycheques - Mafex Associates

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES

ERCAPEP Physical Education Program - Secondary - Charles E. Merrill

I Can Kits - Hubbard Scientific Co.

LEISURE/RECREATION

Cardboard Carpentry Workshop - Education Development Centre

Corrugated Carton Crafting - Sterling Publications

The Further Adventures of Cardboard Carpentry - Workshop for Learning Things

Recreation and Leisure Time Workbook - Interpretive Education

Starting Points - Evans Brothers

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Government Environmental Resources Guide - Alberta Environment

Living Well in Times of Scarcity - Pollution Probe and Consumers Association of Canada

Parenting - Abby Press

Parks Canada Catalogue - Department of Indian and Northern Affairs

Teaching Science with Garbage - Rodale Press, Inc.

Water Pollution: A Citizen's Handbook to Alberta Legislation - Legal Reform Program, Edmonton

Working for Canadians - Prentice-Hall

Working Together - Prentice-Hall

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INTRODUCTION

The Computation section of the curriculum includes four units of instruction. They are: Numbers and Numeration, Operations and Properties, Measurement and Graphing, and Geometry and Symetry.

It is intended that this section be integrated with the Living/Vocational Skills section so that these concepts will have relevance to the student. Whenever possible concrete materials, familiar examples and real life experiences should be used so these abstract mathematical concepts are transferred into everyday situations and make numbers meaningful to the student.

An overview of all objectives with a page reference to the curriculum, as well as student profile/checklist are included to facilitate assessment/placement of the student. (See General Guidelines to Instruction for further explanation of specialized teaching strategies.)

NUMBERS AND NUMERATION
Level 1
A. Primitive Number Concept

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Recognizes numbers up to 99 as groups of 10's and ones.	Present cards and indicate numbers of tens and ones. Have student use popsicle sticks to show tens and ones and find appropriate number card.	M.I.A.: Level 2-Unit 1; Level 3-Units 1&2. Series M: Level 2-Unit 5. Supplementary First Math Helper - Readiness - Level 1. Second Math Helper - Number and Numeration Level 1. Schoolhouse Mathematics - I. Peabody Language Development Kit - Level 1. Dominumbers. Ten Ten's Counting Frame. Enlarged Place Value Sticks.
When shown two sets (objects, not number symbols) indicates which set contains "more" and which contains "less".	Make activity centers with stamps, envelopes, nuts, bolts, cup-saucers, etc. Ask if there are enough, more or less. Then have student match to check answers. Use balance scale; put some beans in each pan. Have student determine which has more (or less). Match one-to-one to check.	M.I.A.: Level K-Level 1-Unit 1. Series M: Level R-Unit 3.

NUMBERS AND NUMERATION
Level 1
A. Primitive Number Concept

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Matches sets of objects one-to-one.	Make dots on cards. Have student match buttons, beans, etc. one-to-one by placing on top of each dot. Make cards with sets of objects. Have student place cards in piles: those with 3 members in one pile, 2 members in another pile, etc.	M.I.A.: Level K. Series M: Level R-Unit 3.
Forms a set (of objects) equal to a given set.	Use cards with sets of objects. Have student tally the same number as on card. Reverse exercise and have student find in magazine or draw pictures the same number as tally marks.	M.I.A.: Level K-Level 1-Unit 1. Series M: Level R-Unit 3.
PLACE VALUE:		
Groups objects in sets of 10.	Have student glue 10 beans onto cards, then use tens cards and single beans to count out numbers.	M.I.A.: Level 1-Unit 2; Level 2-Units 1 & 2; Level 3-Unit 1. Series M: Level 2-Unit 5.

NUMBERS AND NUMERATION
Level 1
B. Cardinal Numbers and Numerals

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Relates numbers to objects (spoken) zero to 10.	Use flannel board cutouts, plastic counters, beads, cubical blocks, popsicle sticks, familiar objects in classroom to do oral number exercises.	M.I.A.: Level K- Level 1- Unit 1. Series M: Level R- Unit 3.
Counts the numbers of a set zero to ten. Associates written symbols with the correct set zero to ten.	In centre of a paper plate write a number 0 - 10. Have student place correct number of objects (buttons, marbles, etc.) onto plates. Place number card over hook on clothes hanger. Have student clip appropriate number of clothes pins onto bottom of hanger. Write number on top of toy cars. Put dots on top of cardboard garages. Have student drive cars into correct garages. Paste groups of objects on large sheets of paper. Print a number on top of each paper. Have student use large cut out 0 and X to circle or cross out groups with correct or incorrect number of objects.	M.I.A.: Level 1- Units 1 & 2. Series M: Level R- Units 3 & 5. Level 1- Unit 1. Supplementary Special Math. Creative Math Experiences for the Young Child. Fun With Numbers. Second Math Helper-Numbers and Numeration - Level 1. Schoolhouse Mathematics - I. Beginning Number Poster Cards. Ten Little Indians (Book and Record).

NUMBERS AND NUMERATION
Level 1

C. Classification

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Chooses from a given set objects possessing a specific attribute, e.g. red.	Provide variety of small objects. Have student form sets according to specific attribute. Have student name attribute common to that set. Cut pictures from magazine (food, toys, cars, etc.). Have student sort into sets by placing piece of yarn around appropriate pictures.	M.I.A.: Level K- Level I- Unit 1. Series M: Level R.
Chooses from a given set objects possessing two or more common attributes, e.g. red, big, dogs.	Find pictures of people. Have student form different sets, e.g. the boys with blue pants, the ladies with black hair, the babies who are eating. Have student string beads according to color and/or shape. Sort flannel board shapes according to preset attributes, e.g. find all the yellow shapes, find all the yellow ducks.	Series M: Level R- Units 2 & 4.

NUMBERS AND NUMERATION
Level 1
D. Position

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Indicates correct position in a row of objects 0 - 10.	Cut out two hands. Put number 1 to 10 on play rings. Have student put rings on fingers in proper order. Make a train - the engine is 0 and the caboose 10, the cars 1 - 9. Have student arrange train in order.	M.I.A.: Level 1-Unit 2. Level 2-Unit 2. Series M: Level R-Unit 3. Level 1-Unit 5.
Names the position of a given object in a row of objects, from first to tenth.	Pin number cards to students who then arrange themselves in order and then tell the position of each student. Have student place objects (or crayons) on a number line, e.g. first put eraser, second put the blue crayon, etc. Then ask, "What is third?, What is eighth?", etc.	M.I.A.: Level 1-Unit 2. Level 2-Unit 2. Series M: Level R-Unit 3. Level 1-Unit 5.
Indicates and names the position of each object in sequence 0 - 99.	Use dot-to-dot puzzles. Make number charts with missing numbers that the student must write in. Give student number cards that he can glue to a strip of paper to make a number line.	M.I.A.: Level 1-Unit 3. Level 2-Unit 1. Series M: Level 1-Unit 10. Supplementary Creative Math Experiences for the Young Child. First Math Helper Readiness - Level 1. Second Math Helper Number and Numeration - Level 1.

NUMBERS AND NUMERATION
Level 1
E. Fractions

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Recognizes primitive concept of fractions: an object can be divided into parts (1/2, 1/3, 1/4).	Cut different colored shapes into halves. Have student match halves using color as a clue. Cut appropriate pictures from a magazine. Trace outlines on paper, then cut pictures into halves, thirds or quarters. Have student place or glue pieces onto outlined shape of the whole.	M.I.A.: Level K- Level 1-Unit 4. Series M: Level 2-Unit 8.
Orally recognizes 1/2 of an object.	Have student fold various sized shapes to determine if they can be divided into halves. Duplicate pictures of objects divided into two pieces. Have student decide which are divided into equal pieces; then color one of the two pieces to show one half.	M.I.A.: Level 1-Unit 4. Series M: Level 1-Unit 15. Level 2-Unit 8. Supplementary First Math Helper - Readiness Level 1. Creative Math Experiences for the Young Child. Schoolhouse Mathematics - I.

OPERATIONS AND PROPERTIES
Level 1
A. Seriation Addition Concept

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies an established series of objects.	Show a picture. With manipulatives, have student find same number of objects.	M.I.A.: Level K. Series M: Level K-Unit 6.
Constructs a series with a given set of objects.	Show a number. With manipulatives, have student establish a set.	M.I.A.: Level K. Series M: Level K-Unit 6.
Demonstrates with concrete materials that addition is a joining process, using no more than 10 objects.	Present student with adding situation. Using beads of two colors and laces, have student find one addend in one color, the other addend in the other color, then put them together on the lace.	M.I.A.: Level 1-Units 1 & 2. Series M: Level K-Unit 8. Level 1-Unit 2.
	Make three pockets across the bottom of a card (the first two pockets in one color, the last in another color). Have student put groups of straws in pockets, e.g. 3 and 1, then take all the straws and put them in the last pocket to show how many in all, e.g. 3 + 1 = 4.	
Recognizes symbols + and =	Ask two students to go to the front of the room, ask three more to join them. Print on chalkboard 2 + 3 = 5, explaining the joining function of symbol + and the meaning of =.	M.I.A.: Level 1-Unit 2.
	Show a student groups of objects being joined together. Using number and symbol cards, have student form the equation.	

OPERATIONS AND PROPERTIES
Level 1
A. Seriation Addition Concept

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student: Solves addition equations with solutions up to 10.	Construct a wheel with spin pointer with numbers 1 to 5, and a deck of cards with numbers 1 to 5. Have student draw a card, spin the wheel and add the two numbers together. Have students play in pairs, keeping the card if the answer is correct; the player with the most cards wins game. Construct a viewer by cutting a slit in the flat side at the bottom of a plastic detergent bottle. Use vertical flashcards inserted through slit so answer can not be seen. Have student read equation, decide on an answer and check himself by peeking through bottle top to see the sum.	M.I.A.: Level 1-Units 1 & 2. Series M: Level R-Unit 8. Level 1-Unit 2. Supplementary Individualized Mathematics. Special Math. Third Math Helper-Addition Facts. Schoolhouse Mathematics - I. Mathfacts Games (Book 1). Sum Clown. Little Professor Calculator. Math Turn'N Learn - Set 1-A. Under the Big Top.

OPERATIONS AND PROPERTIES
Level 1
B. Subtraction Concept

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates with concrete materials that subtraction is a separating process (to 10).	Make cards with 1 to 10 dots on them; cross out some dots with an X. The equation is printed on the back. Have student, using objects, duplicate the operation shown.	M.I.A.: Level 1-Units 2 & 3. Series M: Level R-Unit 8.
	Present student with subtraction equation cards. Have student demonstrate the separating process using toys, blocks, popsicle sticks, etc.	
Recognizes symbols - and =.	Ask student to hold up three crayons, then tell him to give two to someone else and determine how many are left. Print equation on blackboard explaining symbols - and =.	M.I.A.: Level 1-Unit 2.
	Have student cut groups of pictures from magazines, paste them on cards, then cross out some. Have him exchange cards with a partner who prints on equation using symbols - and =.	
Solves subtraction equations with minuends to 10.	Provide frequent drill practice utilizing flashcard plasticized wipe clean cards, puzzle work-shop games, records, etc. Adding machine calculators may be used as motivators.	M.I.A.: Level 1-Units 2 & 3. Series M: Level R-Unit 8.

OPERATIONS AND PROPERTIES
Level 1
B. Subtraction Concept

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
	Make seasonal subtracting bulletin board, e.g. Christmas. Have large trees with a number 0 to 10 printed on them. Tape onto trees several small paper clips. In a box by bulletin board have paper tree decorations and balls with arithmetic equations printed on them. Have student solve equation and put on appropriate tree by slipping under paper clip.	
	Additional examples: Easter eggs in baskets, ghosts with pumpkins, small hearts on large lacey valentines, colored leaves on autumn trees.	Supplementary Arithmetic Drill Cards-Box 1. Schoolhouse Mathematics - I. Mathfact Games - Book 2. Little Professor Calculator. Math Turn'N Learn - Set 1.

OPERATIONS AND PROPERTIES
Level 1
E. Problem Solving

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student: With manipulatives, shows the process of problem solving.	Use pictorial problems, e.g. picture of two bunnies eating, one more is hopping towards them. Have the student act out the story problem. Have student search through magazines to find and put together pictures. Group these on a bulletin board and have student tell the story problems he sees. Slightly alter familiar nursery rhymes and stories to become arithmetic story problems, e.g. "Kittens Who Lost Their Mittens"; "The Princess and the Pea"; "Three Blind Mice".	M.I.A.: Level 1-Units 1 - 4. Series M: Level K-Unit 8. Level 1-Units 2 & 6. Supplementary Animal Learning Shapes. Sets and Numbers. Flanneiboard Sets, Story-telling.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Chooses a specific coin from several coins (penny, nickel, dime).	Present student with mixed coins. Have student put coins of the same value into piles. Distribute a coin to each student. Call directions, e.g. "All students with pennies sit on the floor, all those with dimes stand by the window." Give each student several coins and give directions, e.g. "Take a penny and put it on the television."	M.I.A.: Level K-Level 1-Units 2 & 3. Series M: Level R-Unit 7. Level 1-Unit 12.
Names a specific coin when presented (penny, nickel, dime).	Use coined flashcards for speed and accuracy in naming.	M.I.A.: Level K-Level 1-Units 2 & 3. Series M: Level K-Unit 7. Level 1-Unit 12.
Tells the value of penny, nickel, dime.	Have student cut pictures of things he would like to buy from a magazine; paste them into a booklet and assign a price. Discuss the coin(s) needed to purchase each item in booklet. Set up a store of small items with appropriate price tags. Have student buy items with toy money or with real money to keep.	M.I.A.: Level K-Level 1-Units 2 & 3. Series M: Level K-Unit 7. Level 1-Unit 12. Supplementary Creative Math Experiences for the Young Child. Second Math Helper-Number and Numeration.

MEASUREMENT AND GRAPHING
Level 1
B. Time

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies specific time period by describing its characteristic activities, e.g. in the night the sun does not shine and it is dark.	Present pictures of common daily or seasonal activities. Have student tell time it might occur. Using familiar songs or nursery rhymes have student determine the time of day or season when it most likely occurred, e.g. "Hey Diddle Diddle", "Hickory, Dickory, Dock", "Frosty the Snowman", "Mary Mary Quite Contrary".	
Tells and write time to the hour.	Have student make clock with paper plates, then set clock according to times given orally or written on chalkboard.	M I.A.: Level 1-Unit 3, 4. Series M: Level 1-Unit 12. Supplementary Telling the Time. Time Bingo. Math Activity 3. VeriTech Primary Math Lab I, Book 10: Money, Time, Measurement. Useful Arithmetic Series - Level 1 and 2.

MEASUREMENT AND GRAPHING
Level 1
C. Measurement

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Measures, using non-standard units of measure, for comparative results, e.g. heavier than, lighter than, less than.	Use the following with student in exploratory situation with discussion and questioning to develop a basic understanding of measurement and a functional comparative vocabulary: - balance scale (for weight) with blocks, beans, etc. - 2 sizes of containers (for volume) with water, sand, etc. - strips of paper pieces, string or pencils (for length).	M.I.A.: Level K-Level 1-Unit 1. Series M: Level K-Unit 7. Level 1-Unit 7 & 12.
Measures using non-standard units of measure for approximate results, e.g. 9 cans full, 5 pencil lengths.	In a box place many objects (or use large objects in classroom). On a worksheet make a drawing of each object. Give student a non-standard unit for measuring, e.g. paper clip, key, clothes pin. Have student measure object and write length beside the picture on worksheet. Fill large jar with beans (marbles, etc.). Have student guess how many cans full are in the jar. Measure to determine the closest guess.	M.I.A.: Level 1-Unit 1 & 3. Series M: Level 1-Unit 7.

MEASUREMENT AND GRAPHING
Level 1
C. Measurement

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates understanding of opposite and comparative terms relative to measurement and position, e.g. big, little, bigger, biggest.	Have students do standing broad jump and determine whose jump is longest, shortest. Place objects of various sizes (or lengths, or weights) in a box. Have students pull out objects and compare, e.g. Dan's magnet is heavier than Judy's marble; Mary has a small eraser, Darren's is smaller but Cindy's is the smallest, etc.	M.I.A.: Level K- Level 1- Unit 1. Series M: Level K- Unit 7. Level 1- Unit 7 & 12.
Recognizes standard tools for measurement.	Have students work in pairs: one with piece of cardboard cut 1 cm. long, the other with a cm. ruler. Have both measure objects and compare results. Present student with strips of paper cut from 1 cm. to 10 cm. lengths. Have him estimate the length of the paper and use a cm. ruler to check.	M.I.A.: Level 1- Unit 3. Series M: Level 1- Unit 7 & 12. Supplementary VeriTech Primary Math Lab 1, Book 10. Creative Math Experiences for the Young Child. Schoolhouse Mathematics - I.

GEOMETRY AND SYMMETRY
Level 1
A. Recognition and Usage of Geometric Shapes

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies shapes, e.g. square, circle, oval, rectangle, triangle, diamond.	Have students play shape dominoes.	M.I.A.: Level K- Level 1- Unit 4.
	Collect pictures of rectangles, squares, circle, ovals, triangles, diamonds. Have the student sort cards into piles - those that are squares, those that are rectangles that are not squares.	Series M: Level K- Units 1 & 4. Level 1- Unit 4.
Names a specific shape when presented.	Have student search classroom for objects that have these shapes and tell what shape it is.	M.I.A.: Level 1- Unit 4. Level 2- Unit 2.
	Using cut outs of these shapes have student create pictures by gluing them on a page. Have student name the shapes he used, e.g. "My truck has circles for wheels, square windows, a rectangle for the box."	Series M: Level 1- Unit 4. Level 2- Unit 3.
		Supplementary
		Creative Math Expeiences for the Young Child. First Math Helper- Readiness. Schoolhouse Mathematics - I. Fairbanks Robinson Program - Perceptual Motor Development. Beginning Geoboard Activities. Dubnoff School Program 2.

B. Construction of Geometric Shapes

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Constructs common 2-D figures, e.g. circle, square, rectangle, triangle.	Have student trace and copy shapes on blackboard, wipe clean plasticized cards, sandpaper, etc. Have student trace shapes in color: circles - red, squares - blue, etc., and cut out these shapes to use in art projects.	

NUMBERS AND NUMERATION
Level 2
A. Primitive Number Concept

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Forms simple sub-sets and distinguishes between equivalent and non-equivalent sets.	Have student look through magazines for pictures of equivalent sets to mount on construction paper. Have class find equivalent sets.	M.I.A.: Level 3-Unit 3. Series M: Level 1-Unit 15. Level 2-Unit 14.
Identifies the number of 100's, 10's and ones in any 3-digit number.	Have student make 3 digit numeral cards. Conduct group activities: "I'm thinking of a numeral that means 3 hundreds, 6 tens, and 4 ones. Show me the numeral", etc. Use place value abacus.	M.I.A.: Level 1-Unit 4. Series M: Level 2-Unit 10. Supplementary Schoolhouse Mathematics - Kits 1, 2 and 3.

NUMBERS AND NUMERATION
Level 2
B. Cardinal Numbers and Numerals

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Reads number words to 999.	Prepare number sequence activities with numbers missing.	Series M: Level 1-Unit 10. Level 2-Unit 10.
Counts, reads, writes, and sequences numerals to 999.	Use cross-numeral puzzles. Give students cards and ask them to arrange themselves in order based on the number on the card.	M.I.A.: Level 1-Unit 3. Level 2-Units 3 & 4. Series M: Level 1-Unit 10. Level 2-Unit 10.
Counts by 2's, 5's and 10's to 100.	Make up bags of marbles (10 in each); have students place their bags, one at a time, in a large bag. As this is done, have students count: 10, 20 .... Use dimes and nickels.	Supplementary Fun With Numbers. VeriTech Primary Math Lab 1, Books 1 and 2. Schoolhouse Mathematics - Kits 2 and 3; Ten-Tens Counting Frame.

NUMBERS AND NUMERATION
Level 2
C. Classification

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Determines attributes common to a given set, e.g. by color or usage.	Have student string beads according to color, shape, size. Use sorting activities with small plastic items (cars, boats, planes). Have student sort according to use, color, size.	Series M: Level K-Unit 1.
Recognizes sub-sets within a set, e.g. given the set of animals: those that fly; those that have fur.	Play "I Spy" with use, function or category as a clue, e.g. "I Spy something that is used to make music."	Series M: Level 4-Unit 2. Supplementary Veri-Tech Math Lab. Peabody Language Development Kit; Level P-Level 1. Picture Cards.

NUMBERS AND NUMERATION
Level 2
E. Fractions

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies and demonstrates single digit fractions: a) in concrete setting b) from pictorial representations.	Have student fold, cut, and color paper to make pictures that show objects in 2, 3, 4 etc. equal pieces.	M.I.A.: Level 2-Units 2 & 3. Level 3-Units 1 & 3. Series M: Level 1-Unit 15. Level 2-Unit 8. Level 3-Unit 5.
Identifies and recognizes function of: a) numerator b) denominator.	Use the chalkboard to illustrate a rectangle with parts of the same size and shape. Color one part, have student name it.	M.I.A.: Level 3-Unit 3. Level 4-Unit 3. Series M: Level 3-Unit 6.
Names fractions equivalent to number one.	Prepare a series of individual activity cards; exercises such as "Which is bigger, 1/2 or 1/4"; "Find all parts that are equal to 1/2, find as many ways as you can to make one unit square".	M.I.A.: Level 3-Unit 5. Series M: Level 3-Unit 6. Supplementary Schoolhouse Mathematics - Kits 2 and 3. Math Lab. Fractional Dominoes. Fracto.

OPERATIONS AND PROPERTIES
Level 2
A. Seriation Addition Concept

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Solves addition equations with solutions to 20.	Use domino cards, beads or number lines to illustrate the joining of sets of addends.	M.I.A.: Level 1-Units 1, 2,3 & 4. Level 3-Unit 1. Series M: Level 1-Units 1-14.
Demonstrates rote knowledge of addition facts.	Using flash cards, construct a tree trunk. Have student write his name and a one fact on a cutout leaf. As each student learns the facts, place leaves at the bottom of the tree (fallen leaves).	Series M: Level 2-Unit 2.
Solves addition problems using the commutative property (3 + 4 = 4 + ?).	Tell a story involving students or objects in the classroom: "A put together story, 6 leaves, 5 more, how many now?".	M.I.A.: Level 2-Unit 1, 2, 3. Level 3-Unit 1. Series M: Level 2-Unit 2. Level 1-Units 6 & 9.
Adds 2 digit numerals: a) without regrouping b) with regrouping.	Have student illustrate numbers with models. Talk about number of ones, number of tens. Play the game "On Time for School".	M.I.A.: Level 1-Unit 4. Series M: Book 1-Unit 2. M.I.A.: Level 2-Unit 4. Series M: Book 2-Unit 6. Book 3-Unit 3.

OPERATIONS AND PROPERTIES
Level 2
A. Seriation Addition Concept

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		Supplementary VeriTech Primary Math Lab I, Book 3, Addition 1. Arithmetic Drill Cards Box 1 - 2. Match Dot-to-Dot; Math Riddles, Tongue Twisters, and Happy Thoughts (+ and -; Book 1); Clown Mathematics - Addition; Math Mysteries - Addition; Gameboards; Ye Olde Math (+ and -); Third Math Helper-Addition Facts; Schoolhouse Mathematics - Kits 1, 2, 3 Drill and Practice - Kit AA; Moving Up in Numbers; Independent Drill for Mastery: Fundamentals of Addition and Subtraction.

OPERATIONS AND PROPERTIES
Level 2
B. Subtraction Concept

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
States orally and demonstrates with manipulatives that addition and subtraction are inverse operations.	Use idea of number line but large enough for student to step on. Have him begin at 15 or 18 and walk backward the number of spaces being subtracted.	M.I.A.: Level 1- Units 1, 2, 3 & 4. Series M: Level 1- Units 1-14.
Solves subtraction equations with minuends to 18.	Provide a collection of catalogues, paper, yar, scissors. Have one student give a subtraction fact; others cut out pictures and mount them on their papers to illustrate the number facts.	M.I.A.: Level 1- Units 1, 2, 3 & 4. Series M: Level 1- Units 1-14. Level 2- Unit 4.
Demonstrates rote knowledge of subtraction facts.		Series M: Level 2- Unit 4. Supplementary VeriTech Primary Math Lab 1, Book 4, Sub. 1. Arithmetic Drill Cards - Box 1, 2. Match Dot-to-Dot; Math Riddles, Tongue Twisters, Happy Thoughts, Book I; Clown Book - Subtraction; Ye Olde Math (+ and -); Math Mysteries - Subtraction, Book 1, 2. Gameboards; Schoolhouse Mathematics - Kit 1, 2, and 3. Individualized Mathematics: Drill and Practice (Kit AA); Moving Up in Numbers; Independent Drill for Mastery.

OPERATIONS AND PROPERTIES
Level 2
C. Multiplication Concepts

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
States orally and demonstrates with manipulatives that multiplication is repeated addition.	Have student tell about sets of things that have the same number fo objects in them. Ask student to give the number of objects in each set, the number of sets and the number of objects in all. Tell him that in the next few days he will be learning a short cut to find the number of objects in all.	M.I.A.: Level 2-Unit 4. Series M: Level 1-Unit 15. Level 2-Unit 14.
Names and demonstrates the use of symbol x.	To show the need for x sign discuss examples such as 2 + 2 + 2, etc. and show the convenience of rewriting this as 9 x 2 = 18.	M.I.A.: Level 3-Unit 3. Series M: Level 2-Unit 14.
Solves multiplication involving up to 1,2,3,4 or 5 x 9.	Have student cut out pictures from magazines or draw scenes showing several sets of equivalent sets; then trade pictures and write rebus statements about them.	M.I.A.: Level 3-Unit 3. Series M: Level 2-Unit 14. Level 3-Unit 7. Supplementary VeriTech Primary Math Lab 1, Book 8. Individualized Mathematics. Ye Olde Math (x and ÷); Math Riddles, Tongue Twisters and Happy Thoughts (x and ÷, Book 1).

OPERATIONS AND PROPERTIES
Level 2
D. Division Concept

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
States orally and demonstrates with manipulatives that division is repeated subtraction.	Use chalkboard to illustrate 8 - 2 = 6 till you get to 0. Two has been subtracted 4 times so there are 4 two's in 8. 8 ÷ 2 = 4. Use egg carton and counters, 8 counters 2 in each egg holder.	M.I.A.: Level 3-Unit 3. Series M: Level 2-Unit 15.
Names and demonstrates the use of symbols ÷ and $\overline{)}$:	Demonstrate that division can be written horizontally using ÷.	M.I.A.: Level 3-Unit 3. Series M: Level 3-Unit 11.
Solves division up to $9\overline{)45}$.	Use "Division Bingo" to reinforce division facts.	M.I.A.: Level 3-Units 3, & 4. Series M: Level 3-Unit 11.
States orally and demonstrates that multiplication and division are inverse operations.	Use objects to show the putting together of four 3's to make 12; and the separating of 12 to show the number of 3's in 12.	M.I.A.: Level 3-Unit 3. Series M: Level 3-Unit 11. Supplementary Arithmetic Drill Cards Books 1 - 2. Ye Olde Math (x and ÷); Math Riddles, Tongue Twisters and Happy Thoughts, (x and ÷); Gameboards; (cont'd. next page)

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
		Steps to Mathematics Book I; Schoolhouse Mathematics - Kit 3; Individualized Mathematics: Drill and Practice - Kit AA) Independent Drill for Mastery: Fundamentals of Multiplication and Division.

OPERATIONS AND PROPERTIES
Level 2
E. Problem Solving

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Solves one-step problems involving addition and subtraction: a) with one digit numerals b) with two digit numerals.	Use concrete materials and apply problems to daily living as much as possible, e.g. "Set the table for supper; if company comes, how many places will be needed?" "We have 12 children in our class; 2 are away. How many are left?"	M.I.A.: Level 2- Units 2 & 3. Series M: Level 1- Units 6 & 9. Series M: Level 2- Units 1 & 4. M.I.A.: Level 2- Unit 4. Level 3- Unit 2. Series M: Level - Unit 10, 13. Level 2- Unit 9, 11. Supplementary Moving Up in Story Problems. Numbers and Clues.

MEASUREMENT AND GRAPHING
Level 2
A. Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS	
The student:			
Names and demonstrates the use of symbols $ and ¢.	Distribute playmoney. Have student match bills with $ signs; coins with ¢ signs. On a shopping field trip, have student point out $ and ¢ signs that they see.	M.I.A.: Series M:	Level 2-Unit 3. Level 1-Unit 12.
Selects, names and demonstrates knowledge of the value of a quarter, and bills.	Set up classroom store. Use items priced at 25¢, $1.00, $5.00, $2.00 etc. Have student use exact amounts of money to purchase items. Expand this activity further as knowledge of money increases. Take field trips to purchase items for class; parties, etc.	M.I.A.: Series M: Series M:	Level 2-Unit 3. Level 1-Unit 12. Level 2-Unit 11.
Counts a group of pennies, nickels and dimes.	Place a variety of coins in bag. Have student draw out several and name their value.	M.I.A.: Series M:	Level 1-Unit 3. Level 2-Unit 1. Level 1-Unit 12.
Solves one step oral problems using nickels, dimes and pennies to 20¢.	Set up a classroom store. Use practical projects as much as possible, e.g. sales of popcorn, purchasing milk at schools, buying needed classroom supplies from teacher (erasers, pencils).	Series M:	Level 1-Unit 12.

MEASUREMENT AND GRAPHING
Level 2
A. Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
States equivalent values of combinations of coins: a) to a quarter b) to a one dollar bill.	Write various amounts of money on slips of paper and place in a box. Have student draw slips and make up the amounts given with play money.	M.I.A.: Level 2-Unit 3. Supplementary Money Makes Sense. VeriTech Primary Math Lab I, Book 10, (Money, Time, Measurement). Time and Money - Grades 1, 2. Schoolhouse Mathematics - Kit 1, 2.

MEASUREMENT AND GRAPHING
Level 2
B. Time

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Tells and writes time to the half hour.	Divide class into 2 teams; show time on demonstration clock. Give team members 1 point if they name time correctly.	M.I.A.: Level 1-Unit 4. Level 2-Unit 3. Level 3-Unit 3. Series M: Level 1-Unit 12.
Uses different types of clocks, e.g. digital, alarm, stop watch.	Use different clocks for various classroom activities, e.g. stop watch for physical education, digital for minute math test.	Series M: Level 1-Unit 12.
States the use of and reads calendar: a) identifies and names the months in order b) identifies and names the days of the week in order.	Use monthly classroom calendar to: - post birthdays of students - mark important holidays - develop anticipation of various school or classroom activities.	M.I.A.: Level 2-Unit 4. Series M: Level 2-Unit 5. M.I.A.: Level 2-Unit 4. Series M: Level 1-Unit 12. Level 12-Unit 5. M.I.A.: Level 2-Unit 4. Series M: Level 2-Unit 5. Supplementary Telling Time (A Time Instruction Program by Modular Elements). Time Bingo. It's About Time.

MEASUREMENT AND GRAPHING
Level 2
B. Time

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		Math Activity 3-Telling Time. VeriTech Primary Math Lab 1, Book 10 (Time, Money, Measurement). Useful Arithmetic Series - Level 2. Gameboards. Schoolhouse Mathematics - Kit 1, 2.

MEASUREMENT AND GRAPHING
Level 2
C. Measurement

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Reads and measures in linear units: cm, dm, and m.	Make up "personal" charts involving measurement: "My desk is ________high; my shoe is ________long; my eraser is _______high.	M.I.A.: Level 1-Unit 3. Level 2-Unit 2. Level 3-Units 2&5. Series M: Level 2-Unit 7.
Reads and measures in capacity units: l and half-litre.	Visit store, take field trips; invite milkman. Use sand table and water activities.	M.I.A.: Level 2-Unit 4. Series M: Level 1-Unit 12. Level 2-Unit 11.
Reads weight in g. units.	Use classroom objects (pencils, paper clips); have student weigh them, and record on "personal chart".	Series M: Level 3-Unit 12.
Recognizes the concept of mm, ml, and kg.	Use as part of daily classroom activities and discussion: "This weighs about ______kgs, This is about _____mms long". Emphasize during cooking activities.	M.I.A.: Level 3-Unit 5. Series M: Level 2-Unit 11.
Reads C° on a thermometer.	Have student associate given temperatures with certain activities. Have a thermometer outside the classroom window and have it recorded daily by class. Use thermometer in making candy; science projects.	Series M: Level 3-Unit 12. Supplementary VeriTech Primary Math Lab I, Book 10. Metric Magic. Schoolhouse Mathematics - Kits 1, 2, & 3. Math Lab. Classroom Thermometer.

GEOMETRY AND SYMMETRY
Level 2
A. Recognition and Usage of Geometric Shapes

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Recognizes combinations of shapes and identifies a given shape within a picture.	Discuss and demonstrate in art projects; making sculptures, using boxes, juice cans, foam balls.	M.I.A.: Level 2-Unit 4. Level 3-Unit 2. Series M: Level 1-Unit 4. Level 2-Unit 3.
Identifies line, parallel line, curve, angle.	Use physical education class. Have students demonstrate each shape as teacher calls them out. Do classroom "search" for curves, parallel lines, angles.	M.I.A.: Level 4-Unit 8.
Identifies symmetrical shapes.	Prepare symmetry cards with two-dimensional shapes by cutting each from two different colors of construction paper and gluing them together with a flattened paper straw between them. As card shows one side of the cutout have student rotate cutout to match.	M.I.A.: Level 2-Unit 2. Level 3-Unit 1. Series M: Level 2-Unit 3.

GEOMETRY AND SYMMETRY
Level 2
B. Construction of Geometric Shapes

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Constructs 2 and 3 dimensional shapes from a pattern, e.g. diamond, pyramid, cylinder.	Use gift boxes from stores as patterns; have student make gift boxes in varying shapes for Christmas presents to family. Have student make sculptures from boxes, juice cans, cardboard tubes, plastic foam balls, and other three dimensional objects.	M.I.A.: Level 3- Unit 3. Level 4- Unit 2. Series M: Level 5- Unit 4. Supplementary Schoolhouse Mathematics - Kits 1, 2, & 3. Math Lab. Make and Tell Kits.

NUMBERS AND NUMERATION
Level 3
A. Primitive Number Concept

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Calculates and works with the set of numbers that satisfies a given equation.	Stress idea that equations are "equal" and must balance. Use work-with approach: demonstrate object or number is needed to make both sides the same (equals). Work first with visual and concrete material equations - move to word and numeral representations of these.	M.I.A.: Level 7-Unit 1. Math Plus Unit 11.
Identifies the place value of each digit in any 6-digit number.	Use place value chart to demonstrate visually "place values". Using concrete place value materials (trays, slotted trays, charts) have student slot and name several 6-digit numbers according to correct place values.	M.I.A.: Level 7-Unit 1. Series M: Level 4-Unit 1. Math Plus Unit 1. Supplementary Equals (game). Place Value I. Place Value Chart. Metric Place Value Chart.

NUMBERS AND NUMERATION
Level 3
B. Cardinal Numbers and Numerals

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Counts, reads, writes and sequences numerals efficiently.	Build on familiar concept of first, second and third. Provide exercises which include visual recognition or ordering (stories, placing events in order of occurence), written (name and numeral) ordering and verbal skills. Use games, flash cards and numerous exercises to achieve accurate and quick proficiency in these skills.	M.I.A.: Levels 3 & 4. Level 7-Unit 1. Series M: Level 6-Unit 1.
Distinguishes between odd and even numbers.	Introduce idea of pairs (shoes, gloves, etc.) as groups of two, then introduce "odd" as being without a partner. Groups of objects (and numbers) which can be divided into pairs are "even". "Odd" numbers are those with something left over. Have student work first with concrete materials -- pairing off -- transfer to numerals which can be divided into pairs. Use pairing games and those requiring taking odd and even numbers of moves, etc. Use flashcards to build visual recognition and verbal recognition and verbal recall of odd and even numbers.	M.I.A.: Level 4-Unit 5.

NUMBERS AND NUMERATION
Level 3
C. Classification

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student: Given a group of objects classifies on the basis of two criteria.		

NUMBERS AND NUMERATION
Level 3
E. Fractions

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates understanding of relationship of fractions to decimals.	Demonstrate that decimals are related to fractions by first showing decimals in fraction form, e.g. 1/10, 1/100, 1/4. Illustrate that decimals are another way of writing fractions. Using art materials assist student in creating a wall chart to illustrate the relation between fractions, decimal fractions and decimals, e.g. 1/10 = 10/100 = .10 and 1/25 = 4/100 = .04).	M.I.A.: Level 7- Unit 1 & 4. Series M: Level 4- Unit 16. Math Plus Unit 3.
Demonstrates use of calculator for operation of decimal fractions.	Demonstrate on calculator how decimals are keyed in. Assist student to develop ease in performing this task.	Math Plus Unit 1. Unit 2. Unit 5.
Identifies and represents tenths and hundredths in a concrete or pictorial setting.	Use fraction - decimal wall chart and concrete materials to illustrate tenths and hundredths. Transfer concept to items commonly divided into tenths (dollar, dimes; school year; ten months, decimetric, decades) and hundredth (dollar - 100 cents; centi-metric; century) Have student represent these pictorially and numerically.	M.I.A.: Level 7- Unit 1 & 4. Series M: Level 4- Units 3 & 14.
Reads and writes decimals to hundredths.	Begin with common hundredths - the "cents" in $ equations e.g. "$1.49 equala one and 49 hundredths, the decimal point is used to show this."	M.I.A.: Level 7- Unit 4. Level 6. Series M: Level 4- Units 3 & 4.

NUMBERS AND NUMERATION
Level 3
E. Fractions

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
	Have student pictorially and numerically represent given $ expressions and give $ expressions for pictorial and numerical representations.	Math Plus Unit 3.
Converts decimals to fractions, and fractions to decimals, e.g. 1/4, 1/2, 3/4, 1/3.	Use fraction-decimal charts and dominoes to illustrate equivalent fractions and decimals pictorially. Move to exercises where student must convert fractions to decimals and decimals to fractions.	M.I.A.: Level 7- Unit 1, 4, 5. M.I.A.: Level 6. Series M: Unit 12. Math Plus Unit 3.
	Review rules of x and ÷ fractions.	
	Use $ as students are often familiar with 1/2, 1/4, 1/10, 1/20 of a dollar and can grasp concept 1/2 = .50 = 50/100, etc.	
Applies the four basic operations (+, -, x, ÷) to equations involving decimals.	Stress "lining up" of decimal points when adding and subtracting ($ illustrations are useful); change in placement of decimal point when multiplying and before dividing. Drill with students as mastery is important.	Math Plus Unit 1-Unit 11. Supplementary Fraction Activity Cards. Sports 'N Things Math Cards. Decimal and Fraction Dominoes. Experiments in Fractions. My Fraction Book. Fraction (Game). Fraction Match-ups. Calcu-Math.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
		Calculator in the Classroom. Calculator Activities for the Classroom (Duplicating Book). Calculator Capers. Focus on Decimals. Decimal Point Indicator. Place Value Chart. Metric Place Value Chart Decimal Fraction Dominoes. Mathematics Practice in Problem Solving Books A, B, C.

OPERATIONS AND PROPERTIES
Level 3
A. Seriation Addition Concept

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Adds 3 digit numerals a) without regrouping b) with regrouping.	Review and practise basic facts included in the readiness section of M.I.A. Level 7.	M.I.A.: Level 7-Unit 1. Series M: Level 4-Unit 2. Math Plus Unit 1.
Adds beyond 3 digits, including column addition, with the use of the calculator.	Have each student on a 4-member team prepare a set of cards labelled 0 - 9. Have each member shuffle his cards, then arrange cards to show the greatest no. Have each player then draw another card. The greatest no. is again shown. $\begin{array}{r} 9430 \\ +6521 \\ \hline \end{array}$ Have one member add the tens. If there is a "carry number" the tens member informs the next member who is to add the hundreds and so on. After their large numbers are obtained, have players add those sums and compare those with other teams. The team with the greatest final number wins. Demonstrate the care and "checking" needed when adding beyond 3 digits on the calculator. Drill for accuracy. Note: Working with money usually simplifies "carrying"/regrouping concept.	Supplementary Look into the Facts (+ and -). SLAM (+) Duplicating Book. Calcu-Math. Calculator in the Classroom. Calculator Activities for the Classroom. Calculator Capers.

OPERATIONS AND PROPERTIES
Level 3
B. Subtraction Concept

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Subtracts 3 digit numerals a) without regrouping b) with regrouping.	Review grouping of numbers, e.g. 10 = 10 ones, 100 = 10 tens. Transfer to "borrowing" in subtraction. Make use of concrete materials (counting blocks, trays) to physically demonstrate the regrouping required when "borrowing" in subtraction. Repeat card game (as for addition) in reverse. Note: Working with money may simplify borrowing/regrouping concept. Initial demonstrations should be with actual money (dimes, pennies, etc.).	M.I.A.: Level 7-Unit 1. Series M: Level 4-Unit 2. Math Plus Unit 1.
Checks subtraction by adding.	Use actual money to demonstrate borrowing, regrouping for subtraction; reverse the operation (addition) to check subtraction, e.g. regrouping coins, coins back into bills.	Math Plus Unit 1. Supplementary Look into the Facts (+ and -). SLAM (-) Duplicating Book. Calcu-Math. Calculator in the Classroom. Calculator Capers. Calculator Activities for the Classroom.

OPERATIONS AND PROPERTIES
Level 3
C. Multiplication Concept

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Solves multiplication problems with products of 100 with regrouping.	Review place value, grouping and "carrying" from addition skills. Transfer to multiplication. Use game (no. cards) found under addition. Use with x symbol - regrouping = carrying.	M.I.A.: Level 4. Level 4-Unit 1. Series M: Level 3-Unit 16.
Multiplies with products to 100 with regrouping.	Discuss and demonstrate how an adding machine would find a product such as 16 x 24: it would find the sum of sixteen 24's. In multiplying 16 x 24 we first find how much six 24's is, then add the two numbers to find the total, or sixteen 24's.	M.I.A.: Level 4. M.I.A.: Level 7-Unit 1. Series M: Level 3-Unit 6.
Using the calculator, multiplies 2 digit numerals and numerals beyond 2 digits.		Math Plus Unit 1. Supplementary Fun "Times" with Multiplication Facts. Look Into the Facts (x and ÷). SLAM (x) Dup. Book. Calcu-Math. Calculator Activities for the Classroom.

OPERATIONS AND PROPERTIES
Level 3
D. Division Concept

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student: Divides numerals beyond 2 digits using the calculator.	Review various symbols which indicate division ($/\overline{}$, ÷, fraction). Stress visual representation with concrete materials of the process of group and regrouping. Have student circle or otherwise mark off groups within a given number of objects (picture or concrete form). Circle the groups of 4 in the diagram. Ask how many groups of 4 student can find. Transfer concept to larger numbers. Drill in long division process.	Math Plus Unit 1. Supplementary Calculator in the Classroom. Calculator Activities for the Classroom.

OPERATIONS AND PROPERTIES
Level 3
E. Problem Solving

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student: Solves one-step problems involving all four basic operations, and chooses the operation needed to solve the problem.	Have student read a series of given problems with quantities missing; have him say to himself "so much" or "so many" when he sees a blank. Review or make a wall chart of "math ling", words frequently found in math problems: less than, more than, how much less, how much more, altogether, how much left, gained, in all, for each.	M.I.A.: Level 7 & 8. Units 1 & 2. Levels 3 through 6. Series M: Level 4 (2,3,6, 10,14, 16). Level 6-Unit 9. Math Plus Units 3, 11. Supplementary Sports 'N Things Math Cards.

MEASUREMENT AND GRAPHING
Level 3
A. Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies and names the value of paper money.	Use activities found in Pacemaker Practical Arithmetic Series - particularly $ Makes Sense. Provide practice working with actual coins and bills.	M.I.A.: Level 3.
Makes change to $100.00	As above.	M.I.A.: Level 4. Series M: Level
Counts a collection of coins and bills.	As above.	M.I.A.: Levels 3 & 4. Series M: Level 4-Unit 5.

MEASUREMENT AND GRAPHING
Level 3
B. Time

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Tells and writes time to the 1/4 hour.	Note: as attending to detail is often a handicap, clocks used for demonstration should be large, with minute divisions and second hand clearly visible.	M.I.A.: Level 3-Unit 5. Series M: Level 2-Unit 11.
Tells time to 5 minute intervals.	Divide a large clock into units (1/4's, 5 minutes, etc.) using tape, etc. Stress amount of time in each unit.	M.I.A.: Level 3-Unit 5. Series M: Level 2-Unit 11. Level 5-Unit 11. Level 6-Unit 10.
Tells and writes time to 1 minute.	Stress important times of the day for each individual. Expand from telling these times to other exercises.	M.I.A.: Level 4-Unit 3. Series M: Level 5-Unit 11.
Reads digital clocks.	Note: Since many students are familiar with digital clocks used in sports and in the home, make exercises practical.	M.I.A.: Level 4-Unit 3. Series M: Level 5-Unit 11.
Recognizes second as a unit of time.	As above, stressing use of third hand on the clock: the second hand. Provide exercises, e.g. timing races, activities, etc. with stop-watches; stress importance of the second. Note: Initial clocks used should be large with easily recognizable second hand.	M.I.A.: Level 6. Series M: Level 4-Unit 15. Level 5-Unit 11. Level 6-Unit 10. Supplementary Moving Up in the Time. Clock-O.

MEASUREMENT AND GRAPHING
Level 3
C. Measurement

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Reads and solves simple problems involving km. and C°.	Keep activities specific, practical and relevant to everyday needs of student, e.g. distances travelled to and from school/work; temperature readings.	M.I.A.: Level 7-Unit 1. Series M: Level 3-Unit 12. Level 4-Unit 4. Level 5-Unit 11. Level 6-Unit 10.
Solves simple problems involving conversion from one unit to another, e.g. cm. to m.	Use conversion activities and exercises, e.g. from metric system. These should be numerous so that conversion becomes relevant and easily achieved. Stress drill, use wall charts, etc. to enhance familiarity with prefixes used in metric, e.g. milli, kilo, centi.	M.I.A.: Level 7-Unit 1. Math Plus Unit 1. Series M: Level 5-Unit 7. Level 6-Unit 7. Supplementary Metric Auto Dial. Metrics - How to Begin. Mille-Bornes (km.). Temp. Task Cards (C°). Metric Measurement - Activities and Bulletin Boards. Measurement - Standard Units. Metric Wall Chart. Centimeter Rods. Metric Tasks (Skill Development Activities). Simple Surveying Work Cards. Flight Into Metrics - Metric Thrust. Metric Book of Amusing Things To Do. Linear Task Cards.

GEOMETRY AND SYMMETRY
Level 3
A. Recognition and Usage of Geometric Shapes

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies and matches 2-D shapes (square, rectangle and circle) to 3-D shapes (cones, cylinders spheres, cubes).	Have student examine models of various space figures. Have on hand boxes, cans, balls, cones, and pyramids. Allow student to handle objects, count the faces, check to see which faces look the same size and shape, and so on. Have student trace, cut out, and construct various shapes. Have student find various shapes in collages and constructions (2-D and 3-D).	M.I.A.: Level 7-Unit 4. Level 5-Unit 4. Series M: Level 4-Unit 7.
Constructs and works with angles, circles (radius, diameter), lines (segments, perpendicular) etc.	Have student create drawings, and designs specific and free-lance, using only specified shapes.	M.I.A.: Level 6. Level 7-Unit 3. Series M: Level 5-Unit 4. Math Plus Unit 2.
Applies above knowledge to living and vocational situations.	Take student to an art class; go on a neighborhood tour. Invite an architect in to discuss and demonstrate important uses of geometry in art and every day situations.	M.I.A.: Level 8-Unit 6. Series M: Level 5-Unit 4. Supplementary
Recognizes geometry and symetry in environment.		Stitch Geometry. BJ's Mathgames - Geometry. Shape Tracer and Recognition Set. Geo-Fix Solid Geometry Construction Outfit.

GEOMETRY AND SYMMETRY
Level 3
A. Recognition and Usage of Geometric Shapes

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
		Geo-Struct Mathematical Model Construction Outfit. Art "N" Math. Environmental Geometry. Paper Folding Geometry. Tasselations & Patterns. Fun with Geometric Activities.

B. Construction of Geometric Shapes

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Constructs 3-D shapes and designs from readily accessible materials.	Use same strategies as in "recognition and use of geometric shapes". Begin with large material. Note: Students may require a great deal of individual assistance as depth perception and fine motor skills are stressed here.	Supplementary Paper-Folding Geometry.

NUMBERS AND NUMERATION
Level 4
A. Primitive Number Concept

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies the place value of each digit in any numeral beyond 6-digits.	Use place value chart to visually demonstrate "place values". Give student several 6 + digits; using chart have student name the place value of each digit. Include words and numerals for numbers given in this exercise.	M.I.A.: Level 6. Series M: Level 4- Unit 1. Math Plus Unit 1. Supplementary Place Value II. Place Value Chart. Metric Place Value Chart. Metric Wall Chart.

NUMBERS AND NUMERATION
Level 4
B. Cardinal Numbers and Numerals

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Estimates and rounds off to various place values.	Note: Strategies should be practical. Have students work in pairs selecting items that have price tags. Have students estimate the amount of $ they have spent -- to nearest dime, dollar, etc. Have students compare estimates and resolve any differences. Have student estimate daily, weekly, monthly, living expenses.	M.I.A.: Level 5-Unit 1. Level 6-Unit 1. Level 7-Unit 1. Series M: Level 4-Unit 1. Math Plus Unit 1.
Explains negatives and their relation to practical situations (football, temperatures, sea level, countdowns, debits, credits).	Have student read and record temperature readings on home/school thermometer and explain temperature changes each day as + or - from the previous day. Have student watch and record scores from local football games. Apply to spending/estimating if student is short (-) or over (+) amount of $ needed for purchases.	M.I.A.: Level 7-Unit 6. Series M: Level 6-Unit 16. Math Plus Unit 10. Supplementary Temperature Task Cards. Zero-Centered Wheel.

NUMBERS AND NUMERATION
Level 4
C. Classification

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student: Given a group of objects, classifies on the basis of two criteria.		

NUMBERS AND NUMERATION
Level 4

E. Fractions

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates understanding of relationship of fractions to decimals, as applied to every day situation.	Have student use model containers to fold, color, cut out and label level of liquid for single-digit quantities (1/3, 1/4, 1/2, etc.). Have student re-fold, color, cut and label to the equivalent of two-digit fractions (4/12, 5/20, 50/100, etc.). Once idea of equivalent fractions is established have student reduce and increase fractions until interchange becomes familiar. Explain to student that all operations remain the same: only the digits are larger numbers representing smaller fractions. Make use of fraction games and visual aids.	M.I.A.: Level 6. Series M: Level 4-Unit 16. Level 5-Unit 15. Level 6-Unit 12. Math Plus Unit 2-Unit 11. Supplementary Fraction Match-Ups. Experiments in Fractions. Fractional Dominoes. Fraction (Game). Fraction Activity Cards. Fraction Tiles. Fraction Numbers. Aspex Fraction - Sets 1 & 2. Visual Fraction Apparatus. Vistrum Fractions Compacts (1-3). Vistrum Fractions Work Cards (1-3).

NUMBERS AND NUMERATION
Level 4
E. Fractions

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
States that percentage represents parts of a hundred.	Give student percents such as 10%, 25%; have him tell the meaning of each and draw/color in a picture on squared paper (divided into 100 units) to illustrate each. Demonstrate with pennies (cents-meaning 1/100) percent part of 100.	M.I.A.: Level 7-Unit 5. Series M: Level 6-Unit 14. Math Plus Unit 3.
Reads common percentage statements.	Assign reading of news articles relating to rises in costs (10% increase); sale items (25%, 40% off). Provide exercises in calculating how much would be saved at a sale.	M.I.A.: Level 7-Unit 5. Series M: Level 6-Unit 14. Math Plus Unit 3.
Demonstrates single digit ratios.	Discuss and use pictures to illustrate that ratio is the comparison of two sets or objects. Emphasize that 4 to 8 and 4/8 are two ways to name the same ratio. Display two sets of objects; have student compare these naming the appropriate ratios.	M.I.A.: Level 7-Unit 5. Series M: Level 6-Unit 14. Math Plus Unit 3.
Solves single step problems involving ratio and proportions.	Use ratio to interpret and work with map and scale drawings. Have student calculate and draw up small maps of bedroom, home, school, etc.	M.I.A.: Level 7-Unit 5. Series M: Level 6-Unit 14. Math Plus Unit 3.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student: Solves 2 and 3 step problems involving ratio and proportion.	Use problems and activities as found in Math Plus, Unit 3. Note: Strategies should be practical, e.g. cooking, carpentry.	M.I.A.: Level 8- Units 3 & 4. Series M: Level 6- Unit 14. Math Plus Unit 3. Supplementary Fraction Match-Ups. Percentage - Rotacent Scholar's Pie and Percentage Wheel.

OPERATIONS AND PROPERTIES
Level 4
A. Seriation Addition Concept

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Estimates the sum in addition problems with reasonable accuracy.	Have student round each of a given set of numbers to the nearest ten; round each number up to the next ten, then round down to the next ten. Have student find each sum, using the original values; then decide which type of rounding (estimating) most often gives the result closest to the "real" answer. Repeat with larger numbers, rounding by 100's, 1000's, etc.	M.I.A.: Level 7-Units 1, 2 & 4. Series M: Level 5-Unit 2. Supplementary Metric Auto Dial. Metric Freeway Dial. Metric Kitchen Dial. Metric Market Dial. Calculator in the Classroom. Calculator Activities for the Classroom (duplicating masters). Calculator Capers. SLAM (+) Duplicating Book.
Demonstrates familiarity with a variety of machines, e.g. cash register, adding machine, calculator.	Arrange for student to watch "operation" demonstrations of machines in school or local business departments, school cafeteria, store, etc. Arrange for student to work part-time on these machines or to perform specified exercises with them.	

OPERATIONS AND PROPERTIES
Level 4

B. Subtraction Concept

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Estimates the difference in subtraction problems with reasonable accuracy.	Have student round each of a given set of numbers to the nearest ten, etc. (as above for addition) changing the operation to subtraction. Employ "spending" activities: estimating dollars spent (subtraction).	M.I.A.: Level 7-Unit 4. Series M: Level 5-Unit 2. Supplementary Metric Auto Dial. Metric Freeway Dial. Metric Kitchen Dial. Metric Market Dial. SLAM (-) Duplicating Book.

OPERATIONS AND PROPERTIES
Level 4
C. Multiplication Concept

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Estimates the product in multiplication problems with reasonable accuracy.	As for addition and subtraction, changing operation to multiplication.	M.I.A.: Level 7-Unit 4. Series M: Level 5-Unit 3.
Uses and applies skills and concepts introduced and developed.	Role play ordering materials, estimating costs, doubling recipes, etc.	Math Plus: Units 4 - 12.
		Supplementary Metric Auto Dial. Metric Freeway Dial. Metric Kitchen Dial. Metric Market Dial. Yahtzee SLAM (x) Duplicating Book.

D. Division Concept

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Estimates the dividends in division problems with reasonable accuracy.	As for addition, subtraction and multiplication, changing the operation to division. Role play ordering materials dividing up work assignments, alloting time, halving recipes, etc.	M.I.A.: Level 5-Unit 3. Level 7-Unit 2. Series M: Level 6-Unit 5. Supplementary Metric Auto Dial. Metric Freeway Dial. Metric Kitchen Dial. Metric Market Dial. SLAM (÷) Duplicating Book.

OPERATIONS AND PROPERTIES
Level 4
E. Problem Solving

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Solves practical life-situation problems with the 4 basic operations involving one to three steps, e.g. averaging.	Present student with practical life-situations as described in materials. Use role play.	M.I.A.: Level 7-Unit 2. Level 8-Unit 1, 2 & 6. Series M: Level 4-Unit 6. Level 5-Unit 8. Level 6-Unit 9. Math Plus Unit 11. Supplementary Metric Auto Dial. Metric Freeway Dial. Metric Kitchen Dial. Metric Market Dial. Metric Recipes for the Classroom. Monopoly. Tuf (Game). Real Life Math. Sports 'N Things Math Cards. Equals. Mathematics Practice in Problem Solving (Bks A, B, C).

MEASUREMENT AND GRAPHING
Level 4
A. Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Defines and explains the following terms relating to salary: - wages: overtime, contract, hourly, piece, salary, bonuses - commission - payroll deduction - union - pensions - workmen's compensation - insurance: medical, life, disability.	Use role playing: have students assume various consumer, employer, employee roles and income responsibilities and considerations for each role. Have student tally and chart out wages, deductions, expenses, etc. Assign the keeping of a budget for a given period of time, recording all items shown under objectives.	Income Math Plus Unit 4. M.I.A.: Level 7- Unit 5. Math Plus Unit 4. Math Plus Unit 4. Math Plus Unit 6. Math Plus Unit 6. Math Plus Unit 6. Spending Math Plus Units 4 & 5.
Explains the importance of budgeting.	Same as above.	Math Plus Units 4 & 5.
Makes a small budget with given sum of money for a specific purpose, e.g. $50.00 for groceries for a week.	See Living/Vocational Skills, Money Management section.	Math Plus Units 4 & 6. Math Plus Unit 5.
States services available through banks and credit unions.	Arrange for student field trip to local bank(s), credit unions with deonstrations on banking procedures.	M.I.A.: Level 7- Unit 1. Level 8- Unit 1. Series M: Level 3- Unit 12.
Names and explains different kinds of bank accounts.	Make use of Student Credit Union.	
Completes routine banking forms unassisted.	Use practical drills in filling out actual bank forms - book of cheques, deposit slips, etc.	Supplementary Rat Race. Life.

MEASUREMENT AND GRAPHING
Level 4
A. Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student: Completes all routine banking procedures unassisted.	Encourage student to actualize banking services.	Careers. Pacemaker Practical Arithmetic Series. - Money Makes Series. - Using Dollars & Sense. - Working Makes Sense Big Deal (Game). Unions - Alberta Federation of Labor. Metric Market Dial. Budgeting Workbook. Budget (Game). Pay Day. Bank Account (Game). Math for Today and Tomorrow (Consumer Math).

B. Time

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Reads, uses and states functions of the following kinds of clocks: - alarm - digital - punch.	Give classroom demonstrations. Have student practise at home work, with wrist watch, etc.	M.I.A.: Level 3-Unit 3. Series M: Level 1-Unit 12.
Reads and interprets schedules, e.g. radio, television, airplane, bus.	Give classroom demonstrations with actual materials. Have student complete charts and give oral reports to class based on information derived from various schedules. Use practical applications for special events on T.V., student travel, etc. See Living/Vocational Skills, Travel section.	
States and explains the difference between daylight and standard time.	Explain time zones, seasonal time changes. Demonstrate with various clocks to illustrate time changes (ahead and back).	
Reads and interprets 24 hour clock.	Give classroom demonstration with model of 24 hour clock. Explain uses: air-line, shipping lines, hospitals.	Series M: Level 5-Unit 11. Supplementary Moving Up in Time. Clock Dominoes. Local Greyhound, Air Canada, T.V. Guide, Schedules.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Reads a speedometer accurately in kilometers per hour and calculates distances.	Use classroom and/or in-vehicle demonstrations. Use distance exercises, travel, maps, role-playing. Have student calculate distance to school from home, home to work, etc.	Series M: Level 5-Unit 7.
Identifies and applies scales to maps.	Relate to exercises on ratio and proportion. Have student read, interpret and apply the "scale" by calculating distances between various points on a road map.	M.I.A.: Level 6. Level 7-Unit 4.
Solves simple problems involving area with the use of concrete materials.	Have student calculate area of classroom, shop area, houses, various surfaces using various measuring devices.	M.I.A.: Level 4-Unit 4. Level 7-Unit 4. Level 8-Unit 7. Series M: Level 6-Unit 7. Math Plus Unit 2.
Estimates with reasonable accuracy the answer to problems involving units of measure.	Provide practice in estimating skills (+, −, x, ÷) applied to measuring. Teach "body" aids to estimate measurements (average stride equals 1m.; width of baby finger equals 1 cm.; tip of nose to tip of middle finger at arm's length equals 1 m.; hand span, etc.)	M.I.A.: Level 7-Unit 2.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student: Uses thermometers for various purposes.	Have student record daily, weekly, monthly temperature readings; read and record cooking, boiling, melting temperatures of various materials, e.g. plastics, fabrics.	M.I.A.: Level 7- Unit 5. Level 8- Unit 5. Series M: Level 4- Unit 15. Level 5- Unit 11. Level 6- Unit 10. Supplementary Milles - Bornes (game). The Metric System of Measurement. Metric Manoeuvres Metric Match-Ups. Linear Task Cards. The Metric System. Driver Education Manuals. Simple Surveying Work Cards. Metric Measurement. Metric Book of Amusing Things To Do. Introduction to Area. Measurement - Standard Units. Metrics - How to Begin. Temperature Task Cards. Flight Into Metric - Metric Thrust (Kit).

MEASUREMENT AND GRAPHING
Level 4
D. Graphs

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The Student:		
Reads and constructs simple 2 point line graphs.	Using model graphs explain how to read 2 point line graphs. Through demonstration using overhead and concrete materials (graph paper and boards) show student how to construct simple 2 point line graphs.	M.I.A.: Level 5. Series M: Level 4-Unit 6. Level 5-Unit 8. Math Plus Unit 12.
Reads and constructs graphs when each unit is more than one.	Same as above - expanding from one to more than one unit.	M.I.A.: Level 6. Level 7-Unit 5 & 6. Math Plus Unit 12.
Reads and constructs simple circle graphs.	Same as above - using circle graphs.	M.I.A.: Level 6. Unit 7-Unit 5. Math Plus Unit 12.
Solves problems from information derived from graphs.	Use role play; have students read and interpret consumer graphs, graphing game scores, etc.	M.I.A.: Level 7-Unit 5 & 6. Series M: Level 5-Unit 8. Math Plus Units 11 & 12. Supplementary Picture Graphs. Graphs (Bar, Line, Pictographs).

GEOMETRY AND SYMMETRY
Level 4
A. Recognition and Usage of Geometric Shapes

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Applies knowledge of geometric shapes to living and vocational situations.	Use role playing and corresponding activities, e.g. carpentry, construction, designing, art work, sewing, murals, drafting.	M.I.A.: Level 7 & 8. Math Plus Unit 2.
Applies geometry and symmetry in the areas of fine art and occupational areas.	Take student on field trips to art museaum, building site, housing development. Help student to recognize the "geometry" in these. Have student construct his own artwork and/or building models - making application of aspects of geometry. Discuss and illustrate natural and environmental uses of symmetry.	Supplementary Excursions in Outdoor Measurement. Environmental Geometry. Tesselations and Patterns. Art 'N' Math. BJ's Mathgames. Stitch Geometry. Space Race Games.

B. Construction of Geometric Shapes

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student: Applies knowledge of geometric construction to living and vocational situations.	Make applications in areas of industrial arts, sewing classes, building construction; also in hobbies: macrame, model kits, creative art work, etc.	Math Plus Unit 2. Supplementary Geometric Construction. Paper Folding Geometry. Geo-Fix Solid Geometry Construction Outfit. Fun With Geometric Activities.

APPENDIX A

OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
NUMBERS AND NUMERATION			
A. Primitive Number Concept			
The student:	The student:	The student:	The student:
Recognizes numbers up to 99 as groups of 10's and ones. P. 1	Identifies the number of 100's, 10's and ones in any 3-digit number. P. 19	Identifies the place value of each digit in any 6-digit number. P. 39	Identifies the place value of each digit in any numeral beyond 6-digits. P. 58
When shown two sets (objects, not number symbols) indicates which set contains "more" and which contains "less". P. 1	Forms simple sub-sets and distinguishes between equivalent and non-equivalent sets. P. 19	Calculates and works with the set of numbers that satisfies a given equation. P. 39	
Matches sets of objects one-to-one. P. 2			
Forms a set (of objects) equal to a given set. P. 2			
Place Value:			
Groups objects in sets of 10. P. 2			
B. Cardinal Numbers and Numerals			
Relates numbers to objects (spoken) zero to 10. P. 3	Counts, reads, writes, and sequences numerals to 999. P. 20	Counts, reads, writes, and sequences numerals efficiently. P. 40	Estimates and rounds off to various place values. P. 59
Counts the numbers of a set zero to ten. P. 3	Reads number words to 999. P. 20	Distinguishes between odd and even numbers. P. 40	Explains negatives and their relation to practical situations (football, temperatures, sea level, countdowns, debits, credits). P. 59
Associates written symbols with the correct set zero to ten. P. 3	Counts by 2's, 5's and 10's to 100. P. 20		

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
C. Classification			
The student:	The student:	The student:	The student:
Chooses from a given set objects possessing a specific attribute, e.g. red. P. 4	Determines attributes common to a given set, e.g. by color or usage. P. 21		
Chooses from a given set objects possessing two or more common attributes, e.g. red, big, dogs. P.4	Recognizes sub-sets within a set, e.g. given the set of animals: those that fly; those that have fur. P. 21	Given a group of objects classifies on the basis of two criteria. P. 41	Given a group of objects, classifies on the basis of two criteria. P. 60
D. Position			
Indicates correct position in a row of objects 0 - 10. P. 5			
Names the position of a given object in a row of objects, from first to tenth. P. 5			
Indicates and names the position of each object in sequence 0 - 99. P.5			
E. Fractions			
Recognizes primitive concept of fractions: an object can be divided into parts (1/2, 1/3, 1/4). P. 6	Identifies and demonstrates single digit fractions: a) in concrete setting b) from pictorial representations. P. 22	Identifies and represents tenths and hundredths in a concrete or pictorial setting. P. 42	
Orally recognizes 1/2 of an object. P. 6	Identifies and recognizes function of: a) numerator b) denominator. P. 22		

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
The student:	The student:	The student:	The student:
	Names fractions equivalent to number one. P. 22	Demonstrates understanding of relationship of fractions to decimals. P. 42	Demonstrates understanding of relationship of fractions to decimals, as applied to every day situation. P. 61
		Demonstrates use of calculator for operation of decimal fractions. P. 42	States that percentage represents parts of a hundred. P. 62
		Reads and writes decimals to hundredths. P. 42	Reads common percentage statements. P. 62
		Converts decimals to fractions, and fractions to decimals, e.g. 1/4, 1/2, 3/4, 1/3. P. 43	Demonstrates single digit ratios. P. 62
		Applies the four basic operations (+, -, x, ÷) to equations involving decimals. P. 43	Solves single step problems involving ratio and proportions. P. 62
			Solves 2 and 3 step problems involving ratio and proportion. P. 63
OPERATIONS AND PROPERTIES A. Seriation Addition Concept			
Identifies an established series of objects. P. 7			
Constructs a series with a given set of objects. P. 7			
Demonstrates with concrete materials that addition is a joining process, using no more than 10 objects. P. 7			

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
The student:	The student:	The student:	The student:
Recognizes symbols + and =. P. 7			
Solves addition equations with solutions up to 10. P. 8	Solves addition equations with solutions to 20. P. 23		
	Demonstrates rote knowledge of addition facts. P. 23		
	Solves addition problems using the commutative property (3 + 4 = 4 + ?). P. 23		
	Adds 2 digit numerals: a) without regrouping b) with regrouping. P. 23	Adds 3 digit numerals a) without regrouping b) with regrouping. P. 45	Estimates the sum in addition problems with reasonable accuracy. P. 64
		Adds beyond 3 digits, including column addition, with the use of the calculator. P. 45	Demonstrates familiarity with a variety of machines, e.g. cash register, adding machine, calculator. P. 64
B. Subtraction Concept			
Demonstrates with concrete materials that subtraction is a separating process (to 10). P. 9	States orally and demonstrates with manipulatives that addition and subtraction are inverse operations. P. 25		
Solves subtraction equations with minuends to 10. P. 9	Solves subtraction equations with minuends to 18. P. 25	Subtracts 3 digit numerals a) without regrouping b) with regrouping. P. 46	Estimates the difference in subtraction problems with reasonable accuracy. P. 65
Recognizes symbols - and =. P. 9	Demonstrates rote knowledge of subtraction facts. P. 25		
		Checks subtraction by adding. P. 46	

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
C. Multiplication Concept			
The student:	The student:	The student:	The student:
	States orally and demonstrates with manipulatives that multiplication is repeated addition.		
	Names and demonstrates the use of symbol x. P. 27		
	Solves multiplication involving up to 1, 2, 3, 4 or 5 x 9. P. 27	Solves multiplication problems with products of 100 with regrouping. P. 47 Multiplies with products to 100 with regrouping. P. 47	Estimates the product in multiplication problems with reasonable accuracy. P. 66
		Using the calculator, multiplies 2 digit numerals, and numerals beyond 2 digits. P. 47	Uses and applies skills and concepts introduced and developed. P. 66
D. Division Concept			
	States orally and demonstrates with manipulatives that division is repeated subtraction. P. 28		
	Names and demonstrates the use of symbols ÷ and $\overline{)\quad}$: P. 28		
	Solves division up to $9\overline{)45}$. P.28	Divides numerals beyond 2 digits using the calculator. P. 48	Estimates the dividends in division problems with reasonable accuracy. P. 67
	States orally and demonstrates that multiplication and division are inverse operations. P. 28		

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
E. Problem Solving The student: With manipulatives, shows the process of problem solving. P. 11	The student: Solves one-step problems involving addition and subtraction: a) with one digit numerals b) with two digit numerals. P. 30	The student: Solves one-step problems involving all four basic operations, and chooses the operation needed to solve the problem. P. 49	The student: Solves practical life-situation problems with the four basic operations involving one to three steps, e.g. averaging. P. 68
MEASUREMENT AND GRAPHING A. Money			
Chooses a specific coin from several coins (penny, nickel, dime). P. 12			
Names a specific coin when presented (penny, nickel, dime). P. 12			
Tells the value of penny, nickel, dime. P. 12	Names and demonstrates the use of symbols $ and ¢. P. 31		
	Selects, names and demonstrates knowledge of the value of a quarter, and bills. P. 31	Identifies and names the value of paper money. P. 50	
	Counts a group of pennies, nickels and dimes. P. 31	Counts a collection of coins and bills. P. 50	
	Solves one step oral problems using nickles, dimes and pennies to 20¢. P. 31		
	States equivalent values of combinations of coins: a) to a quarter b) to a one dollar bill. P. 32	Makes change to $100.00. P. 50	

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
The student:	The student:	The student:	The student:
			Defines and explains the following terms relating to salary: - wages: overtime, contract, hourly, piece, salary, bonuses - commission - payroll deduction - union - pensions - workmen's compensation - insurance: medical, life, disability. P. 69
			Explains the importance of budgeting: - makes a small budget with given sum of money for a specific purpose, e.g. $50.00 for groceries for a week. P. 69
			States services available through banks and credit unions. P. 69
			Names and explains different kinds of bank account. P. 69
			Completes routine banking forms unassisted. P. 69
			Completes all routine banking procedures unassisted. P. 70

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
B. Time The student:	The student:	The student:	The student:
Identifies specific time period by describing its characteristic activities, e.g. in the night the sun does not shine and it is dark. P. 14	States the use of and reads calendar: a) identifies and names the months in order b) identifies and names the days of the week in order. P. 33		
Tells and writes time to the hour. P. 14	Tells and writes time to the half hour. P. 33	Tells and writes time to the quarter hour. P. 52	
		Tells time to 5 minute intervals. P. 52	
		Accurately tells and writes time to 1 minute. P. 52	
	Uses different types of clocks, e.g. digital, alarm, stop watch. P. 33	Reads digital clocks. P. 52	Reads, uses and states functions of the following kinds of clocks: - alarm - digital - punch. P. 71
		Recognizes second as a unit of time. P. 52	Reads and interprets schedules, e.g. radio, T.V., airplane, bus. P. 71
			States and explains the difference between daylight and standard time. P. 71
			Reads and interprets 24 hour clock. P. 71

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
C. Measurement			
The student:	The student:	The student:	The student:
Measures using non-standard units of measure for comparative results, e.g. heavier than, lighter than, less than. P. 15			
Measures using non-standard units of measure for approximate results, e.g. 9 cans full, 5 pencil lengths. P. 15			
Demonstrates understanding of opposite and comparative terms relative to measurement and position, e.g. big, little, bigger, biggest. P. 16			
Recognizes standard tools for measurement. P. 16	Reads and measures in linear units: cm, dm, and m. P. 35		
	Reads and measures in capacity units: l and half-litre. P. 35		
	Reads weight in g. units. P. 35		
	Recognizes the concept of mm, ml, and kg. P. 35		
	Reads C° on a thermometer. P. 35	Reads and solves simple problems involving km. and C°. P. 53	
		Solves simple problems involving conversion from one unit to another, e.g. cm. to m. P. 53	Reads a speedometer accurately in kilometers per hour and calculates distances. P. 72

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
The student:	The student:	The student:	The student:
			Identifies and applies scales to maps. P. 72 Solves simple problems involving area with the use of concrete materials. P. 72 Estimates with reasonable accuracy the answer to problems involving units of measure. P. 72 Uses thermometers for various purposes. P. 73
GEOMETRY AND SYMMETRY A. Recognition and Usage of Geometric Shapes			
Identifies shapes (include square, circle, oval, rectangle, triangle, diamond). P. 17	Recognizes combinations of shapes and identifies a given shape within a picture. P. 37	Identifies and matches 2-D shapes (square, rectangle and circle) to 3-D shapes (cones, cylinders, spheres, cubes). P. 55	
Names a specific shape when presented. P. 18	Identifies line, parallel line, curve, angle. P. 37	Constructs and works with angles, circles (radius, diameter), lines (segments, perpendicular) etc. P. 55	
Constructs common 2-D figures, e.g. circle, square, rectangle, triangle. P. 18	Identifies symmetrical shapes. P. 37 Constructs 2 and 3 dimensional shapes from a pattern, e.g. diamond, pyramid, cylinder. P. 38	Recognizes geometry and symmetry in environment. P. 55 Constructs 3-D shapes and designs from readily accessible materials. P. 57	Applies geometry and symmetry in the areas of fine art and occupational areas. P. 74

EMH COMPUTATION OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
The student:	The student:	The student:	The student:
		Applies above knowledge to living and vocational situations. P. 55	Applies knowledge of geometric shapes to living and vocational situations. P. 74 Reads and constructs simple 2 point line graphs. P. 75 Reads and constructs graphs when each unit is more than one. P. 75 Reads and constructs simple circle graphs. P. 75 Solves problems from information derived from graphs. P. 75

APPENDIX B

STUDENT PROFILE

CHECKLIST

Student Profile

Student Name: ______________________________ Date: ____________________(color code)

Date: ____________________(color code)

Note: The student profile is an approximate placement guide. It is intended to be used to obtain the level of functioning in the computation section. Specific placement is obtained by using the overview sheets which contain all the computation objectives.

SCORING: Number of "Yes" Responses:

0 - 1	Level 1
2 - 3	Level 2
4 - 5	Level 3
6 - 7	Level 4

Level		Numbers and Numeration	Operations and Properties	Measurement and Graphing	Geometry and Symmetry
4					
3					
2					
1					

	I	II	III	IV
SCORE	______	______	______	______
LEVEL	______	______	______	______

Checklist - Placement and Assessment

for Levels 1 - 4

Instructions: Circle the student responses to each question.
Add up the number of "Yes" responses and place on the SCORE line.
Refer to placement procedure which appears on Student Profile.

I. Numbers and Numeration

1.	Recognizes numbers up to 99 as groups of 10's and ones.	Yes	No
2.	Orally recognizes ½ of an object.	Yes	No
3.	Forms simple sub-sets and distinguishes between equivalent and non-equivalent sets	Yes	No
4.	Names fractions equivalent to number one.	Yes	No
5.	Calculates and works with the set of numbers that satisfies a given equation.	Yes	No
6.	Applies the four basic operation (+, -, x, ÷) to equations involving decimals.	Yes	No
7.	Identifies the place value of each digit in any numeral beyond 6-digits.	Yes	No
8.	Solves 2 and 3 step problems involving ratio and proportion.	Yes	No

SCORE:____________

II. Operations and Properties

1.	Identifies an established series of objects.	Yes	No
2.	With manipulatives, shows the process of problem solving.	Yes	No
3.	Solves addition equations with solutions to 20.	Yes	No
4.	Solves one-step problems involving addition and subtraction a) with one digit numerals b) with two digit numerals.	Yes	No
5.	Adds 3 digit numerals a) without regrouping b) with regrouping.	Yes	No
6.	Solves one-step problems involving all four basic operations and chooses the operation needed to solve the problem.	Yes	No
7.	Estimates the sum in addition problems with reasonable accuracy	Yes	No
8.	Solves practical life-situation problems with the 4 basic operations involving one to three steps, e.g. averaging.	Yes	No

SCORE:____________

III. Measurement and Graphing

1. Chooses a specific coin from several coins (penny, nickel, dime). Yes No
2. Recognizes standard tools for measurement. Yes No
3. Names and demonstrates the use of symbols $ and ¢. Yes No
4. Reads °C on a thermometer. Yes No
5. Identifies and names the value of paper money. Yes No
6. Solves simple problems involving conversion from one unit to another, e.g. cm. to m. Yes No
7. Defines and explains terms related to salary, e.g. wages, overtime, union, pensions, insurance. Yes No
8. Solves problems from information derived from graphs. Yes No

SCORE:____________

IV. Geometry and Symmetry

1. Identifies shapes (including square, circle, oval, rectangle, triangle, diamond). Yes No
2. Constructs common 2-D figures, e.g. circle, square, rectangle, triangle. Yes No
3. Recognizes combinations of shapes and identifies a given shape within a picture. Yes No
4. Constructs 2 and 3 dimensional shapes from a pattern, e.g. diamond, pyramid, cylinder. Yes No
5. Identifies and matches 2-D shapes (square, rectangle, circle) to 3-D shapes (cones, cylinders, spheres, cubes). Yes No
6. Constructs 3-D shapes and designs from readily accessible materials, e.g. cardboard. Yes No
7. Applies knowledge of geometric shapes to living and vocational situations, e.g. carpentry, sewing. Yes No
8. Applies knowledge of geometric construction to living and vocational situations, e.g. hobby applications. Yes No

SCORE:____________

APPENDIX C

RESOURCES

LEVEL 1

NUMBERS AND NUMERATION

Beginning Number Postee Cards - Milton Bradley

Creative Math Experiences for the Young Child - Incentive Publications

Dominumbers - Ideal

Enlarged Place Value Sticks - Scholar's Choice Ltd.

First Math Helper - Book Lab Inc.

Fun With Numbers - Frank Schaffer Publications

Mathematics for Individual Achievement - Houghton Mifflin

Peabody Language Development Kit - American Guidance Service

Second Math Helper - Book Lab Inc.

Schoolhouse Mathematics - Science Research Associates

Series M - Collier MacMillian Canada Ltd.

Special Math - Media for Education

Ten Little Indians - Peter Pan Records

Ten-Ten's Counting Frame - Milton Bradley

OPERATIONS AND PROPERTIES

Animal Learning Shapes - Moyer Vico Corp.

Individualized Mathematics: Drill Cards - Teaching Resources

Flannelboard Sets, Storytelling - Instructo

Mathematics for Individual Achievement - Houghton Mifflin

Mathfacts Games (Books 1, 2) - Milton Bradley

Math Turn 'N Learn - Set 1-A - Creative Teaching Press

Schoolhouse Mathematics - Science Research Associates

Series M Mathematics - Collier MacMillan Canada Ltd.

Sets and Numbers - Moyer Vico Corp.

OPERATIONS AND PROPERTIES (CONT'D.)

Special Math - Media for Education

Sum Clown - Developmental Learning Materials

Third Math Helper - Book Lab Inc.

Under the Big Top - Educational Insights

MEASUREMENT AND GRAPHING

Creative Math Experiences for the Young Child - Incentive Publications

Math Activity 3 - Science Research Associates

Mathematics for Individual Achievement - Houghton Mifflin

Schoolhouse Mathematics - Science Research Associates

Second Math Helper - Book Lab Inc.

Series M - Collier MacMillian Canada Ltd.

Telling the Time - Science Research Associates

Time Bingo - Teaching Resources

Useful Arithmetic Series Level 1 and 2 - Frank E. Richards

Veri Tech Primary Math Lab 1 - Louise Kool and Son Ltd.

GEOMETRY AND SYMMETRY

Beginning Geoboard Activities - Ginn and Co.

Creative Math Experiences for the Young Child - Incentive Publications

Dubnoff School Program 2 - Ginn and Co.

Fairbanks Robinson Program - Perceptual Motor Development - Ginn and Co.

First Math Helper - Book Lab Inc.

Mathematics for Individual Achievement - Houghton Mifflin

Schoolhouse Mathematics - Science Research Associates

Series M - Collier MacMillian Canada Ltd.

TEACHER RESOURCE MATERIALS

LEVEL 1

Arithmetic Games and Activities - Scholar's Choice Ltd.

Hayes Math Mysteries - Scholar's Choice Ltd.

How Children Learn Mathematics - MacMillan Co. of Canada Ltd.

Mathematics for Child Involvement - Allyn and Bacon Ltd.

Mathematics Games for All Grades - Scholar's Choice Ltd.

Primary Activities in Mathematics - Midwest Publications

LEVEL 2

NUMBERS AND NUMERATION

Fractional Dominos - Creative Teaching Press

Fracto - Scholar's Choice Ltd.

Fun with Numbers - Frank Schaffer Publications

Mathematics for Individual Achievement - Houghton Mifflin

Peabody Language Development Kit - American Guidance Service

Picture Cards - Milton Bradley

Schoolhouse Mathematics - Kits 1, 2, and 3 - Science Research Associates

Series M - Collier MacMillian Canada Ltd.

Ten-Ten's Counting Frame - Milton Bradley

Veri Tech Primary Math Lab 1, Books 1 and 2 - Louise Kool and Son Ltd.

OPERATIONS AND PROPERTIES

Clown Mathematics - Frank Schaffer Pub.

Gameboards - Frank Schaffer Pub.

Independent Drill for Mastery: Fundamentals of Addition and Subtraction - Developmental Learning Materials

Individualized Mathematics: Drill and Practise - Kit AA - Teaching Resources

Match - Dot-to-Dot - Frank Schaffer Publications

Math Mysteries - Frank Schaffer Pub.

Math, Riddles, Tongue Twisters and Happy Thoughts - Joy Weiner

Mathematics for Individual Achievement - Houghton Mifflin

Moving up in Numbers - Developmental Learning Materials

Moving up in Story Problems - Developmental Learning Materials

Numbers and Clues - Teaching Stuff

Schoolhouse Mathematics - Kits 1 - 3 - Science Research Associates

Series M - Collier MacMillian Canada Ltd.

OPERATIONS AND PROPERTIES (CONT'D.)

Steps to Mathematics - Steck Vaughn

Third Math Helper - Book Lab Inc.

Veri Tech Primary Math Lab 1, Addition 1 - Louise Kool and Son Ltd.

Ye Olde Math - Frank Schaffer Publications

MEASUREMENT AND GRAPHING

Gameboards - Frank Schaffer Publications

It's About Time - Edmark Associated

Math Activite 3 - Telling Time - Science Research Associates

Mathematics for Individual Achievement - Houghton Mifflin

Math Lab - Scholar's Choice Ltd.

Metric Magic - Incentive Publications

Money Makes Sense - Copp Clark

Schoolhouse Mathematics - Kit 1, 2 - Science Research Associates

Series M - Collier MacMillian Canada Ltd.

Telling Time (A Time Instruction Program by Modular Elements) - Hubbard

Time and Money - grades 1 and 2 - Joy Educational Material

Useful Arithmetic Series, Level 2 - Frank E. Richards

Veri Tech Primary Math Lab 1 - Louise Kool and Son Ltd.

GEOMETRY AND SYMMETRY

Classroom Thermometre - Milton Bradley

Make and Tell Kits - Science Research Associates

Math Lab - Scholar's Choice Ltd.

Mathematics for Individual Achievement - Houghton Mifflin

Schoolhouse Mathematics - Kits 1 - 3 - Science Research Associates

Series M - Collier MacMillian Canada Ltd.

TEACHER RESOURCE MATERIALS

LEVEL 2

Arithmetic Games and Activities - Scholar's Choice Ltd.

Hayes Math Mysteries - Scholar's Choice Ltd.

How Children Learn Mathematics - MacMillian Co. of Canada Ltd.

Mathematics for Child Involvement - Allyn and Bacon Ltd.

Mathematics Games for All Grades - Scholar's Choice Ltd.

Primary Activities in Mathematics - Midwest Publications

LEVEL 3

NUMBERS AND NUMERATION

Calculator Activities for the Classroom (Duplicating Book) - Gamco

Calculator Capers - Prentice-Hall

Calculator in the Classroom - Instructo

Calcu-Math - Scholar's Choice Ltd.

Decimal and Fraction Dominoes - E.J. Arnold and Sons Ltd.

Decimal Point Indicator - Moyer Vico Corp.

Equals (game) - Moyer Vico Corp.

Experiments in Fractions - Midwest Publications

Focus on Decimals - Activity Resources

Fraction (game) - Creative Teaching Assoc.

Fraction Activity Cards - Kenworthy's Educational Service Inc.

Fraction Match-ups - Developmental Learning Materials

Math Plus - Houghton Mifflin

Mathematics for Individual Achievement - Houghton Mifflin

Mathematics Practise in Problem Solving Books A, B, and C - Scholar's Choice Ltd.

Metric Place Value Chart - Instructo

My Fraction Book - Kenworthy Educational Service

Place Value I - Creative Teaching Associates

Place Value Chart - Creative Teaching Associates

Series M - Collier MacMillian Canada Ltd.

Sports 'N Things - Activity Resources

OPERATIONS AND PROPERTIES

Calculator Activities for the Classroom - Gamco

Calculator Capers - Prentice-Hall

OPERATIONS AND PROPERTIES (CONT'D.)

Calculator in the Classroom - Instructo

Calcu-Math - Scholar's Choice Ltd.

Fun "Times" with Multiplication Facts - Kahl's Inc.

Look into the Facts - Setsco Educational Ltd.

Math Plus - Houghton Mifflin

Mathematics for Individual Achievement - Houghton Mifflin

Series M - Collier MacMillian Canada Ltd.

SLAM Duplicating Book - Scholar's Choice Ltd.

Sport 'N Things - Activity Resources

MEASUREMENT AND GRAPHING

Centimeter Rods - Addison-Wesley (Canada) Ltd.

Clock-O - Creative Teaching Associates

Flight Into Metrics - Metric Thrust - Scholar's Choice Ltd.

Linear Task Cards - Creative Teaching Associates

Math Plus - Houghton Mifflin

Mathematics for Individual Achievement - Houghton Mifflin

Measurement - Standard Units - Moyer Vico Corp.

Metric Auto Dial - Moyer Vico Corp.

Metric Book of Amusing Things To Do - Greey de Pencier Pub.

Metric - How to Begin - Prentice-Hall

Metric Measurement - Activities and Bulletin Boards - Instructo

Metric Tasks (Skill Development Activities) - Love Publishing

Metric Wall Charts - Prentice-Hall

Mille-Bornes - Parker Brothers

Moving up in the Time - Developmental Learning Materials

MEASUREMENT AND GRAPHING (CONT'D.)

Series M - Collier MacMillian Canada Ltd.

Simple Surveying Work Cards - Moyer Vico Corp.

Temp. Task Cards (C°) - Creative Teaching Associates

GEOMETRY AND SYMMETRY

Art 'N' Math - Action Math Associates

BJ's Mathgames - Geometry - Scholar's Choice Ltd.

Environmental Geometry - Activity Resources

Fun with Geometric Activities - Prentice-Hall of Canada Ltd.

Geo-Fix Solid Geometry Construction Outfit - Philograph Publications

Geo-Struct Mathematical Model Construction Outfit - Philograph Publications

Math Plus - Houghton Mifflin

Mathematics for Individual Achievement - Houghton Mifflin

Paper Folding Geometry - J. Weston Walch

Series M - Collier MacMillian Canada Ltd.

Shape Tracer and Recognition Set - Moyer Vico Corp.

Stitch Geometry - Creative Teaching Associates

Tasselations and Patterns - Creative Teaching Associates

TEACHER RESOURCE MATERIALS

LEVEL 3

Cheap Math Lab Equipment - Midwest Publications

Cheap Metric Equipment, Activities and Games - Midwest Publications

The Consumer and the Environment - J. Weston Walch

Enhance Chance - Activity Resources

Good Apple Note Pad - Good Apple

Introducing the Metric System with Activities - Activity Resources

Managing Your Money - J. Weston Walch

Math Amusements in Developing Skills - Midwest Publications

Math in Use as Seen on Postage Stamps - National Council of Teachers and Mathematics

Metric Puzzles and Problems - J. Weston Walch

No Read Math Activities - Midwest Publications

Super Multo - Creative Teaching Associates

The World of Work - J. Weston Walch

LEVEL 4

Aspex Fraction - Sets 1 and 2 - Moyer Vico Corp.

Experiments in Fractions - Midwest Publications

Fraction (game) - Creative Teaching Assoc.

Fraction Activity Cards - Kenworthy's Educational Service Ltd.

Fraction Match-Ups - Developmental Learning Materials

Fraction Tiles - Activity Resources

Fractional Dominoes - Creative Teaching Assoc.

Fractional Numbers - Creative Teaching Assoc.

Math Plus - Houghton Mifflin

Mathematics for Individual Achievement - Houghton Mifflin

Metric Place Value Chart - Instructo

Metric Wall Chart - Instructo

Percentage - Rotacent Scholar's Pie and Percentage Wheel -

Place Value Chart - Creative Teaching Assoc.

Place Value II - Creative Teaching Assoc.

Series M - Collier MacMillian Canada Ltd.

Temperature Task Cards - Creative Teaching Press

Visual Fractions Apparatus - Moyer Vico Corp.

Vistrum Fractions Compacts (1 - 3) - Moyer Vico Corp.

Vistrum Fractions Work Cards (1 - 3) - Moyer Vico Corp.

Zero - Centered Wheel - Moyer Vico Corp.

OPERATIONS AND PROPERTIES

Calculator Activities for the Classroom (duplicating masters) - Gamco

Calculator Capers - Prentice-Hall

OPERATIONS AND PROPERTIES (CONT'D.)

Calculator in the Classroom - Instructo

Equals - Moyer Vico Corp.

Math Plus - Houghton Mifflin

Mathematics Individual Achievement - Houghton Mifflin

Mathematics Practice in Problem Solving (Books A, B and C) - Scholar's Choice Ltd.

Metric Auto Dial - Moyer Vico Corp.

Metric Freeway Dial - Moyer Vico Corp.

Metric Kitchen Dial - Moyer Vico Corp.

Metric Market Dial - Moyer Vico Corp.

Metric Recipes for the Classroom - Setsco Educational Ltd.

Monopoly - Parker Brothers

Real Life Math - Hubbard

Series M - Collier MacMillian Canada Ltd.

SLAM Duplicating Books - Scholar's Choice Ltd.

Sports 'N Things - Activity Resources

Tuf (game) - Avalon Hill Game Co.

Yahtzee - Parker Brothers

MEASUREMENT AND GRAPHING

Bank Account (game) - Creative Teaching Associates

Big Deal (game) - Creative Teaching Associates

Budget (game) - Western Educational Activities

Budgeting Workbook - Interpretive Education

Careers - Parker Brothers

Clock Dominoes - Creative Teaching Associates

MEASUREMENT AND GRAPHING (CONT'D.)

Flight Into Metric - Metric Thrust (kit) - Scholar's Choice Ltd.

Introduction to Area - Moyer Vico Corp.

Life - Parker Brothers

Linear Task Cards - Creative Teaching Associates

Math for Today and Tomorrow (Consumer Math) - J. Weston Walch

Math Plus - Houghton Mifflin

Mathematics for Individual Achievement - Houghton Mifflin

Measurement - Standard Units - Moyer Vico Corp.

Metric Book of Amusing Things To Do - Greey de Pencier Pub.

Metric Market Dial - Moyer Vico Corp.

Metric Manoeuvres - Scholar's Choice Ltd.

Metric Match-Ups - Scholar's Choice Ltd.

Metric Measurement - Instructo

The Metric System - Instructo

The Metric System of Measurement - Activity Resources

Metrics - How to Begin - Prentice-Hall

Milles-Bornes (game) - Parker Brothers

Moving Up In Time - Developmental Learning Materials

Pacemaker Practical Arithmetic Series - Copp Clark

Pay Day - Western Educational Activities

Picture Graphs - Activity Resources

Rat Race - Parker Brothers

Simple Surveying Work Cards - Moyer Vico Corp.

Temperature Task Cards - Creative Teaching Associates

GEOMETRY AND SYMMETRY

Art 'N' Math - Action Math Associates

BJ's Mathgames - Scholar's Choice Ltd.

Environmental Geometry - Activity Resources

Excursions in Outdoor Measurement - J. Weston Walch

Fun with Geometric Activities - Prentice-Hall

Geo-Fix Solid Geometry Construction Outfit - Philograph Publications

Geometric Construction - J. Weston Walch

Math Plus - Houghton Mifflin

Mathematics for Individual Achievement - Houghton Mifflin

Paper Folding Geometry - J. Weston Walch

Space Race Games - Moyer Vico Corp.

Stitch Geometry - Creative Teaching Associates

Tesselations and Patterns - Creative Teaching Associates

TEACHER RESOURCE MATERIALS

LEVEL 4

Cheap Math Lab Equipment - Midwest Publications

Cheap Metric Equipment, Activities and Games - Midwest Publications

The Consumer and the Environment - J. Weston Walch

Enhance Chance - Activity Resources

Good Apple Note Pad - Good Apple

Introducing the Metric System with Activities - Activity Resources

Managing Your Money - J. Weston Walch

Math Amusements in Developing Skills - Midwest Publications

Math in Use as Seen on Postage Stamps - National Council of Teachers of Mathematics

Metric Puzzles and Problems - J. Weston Walch

No Read Math Activities - Midwest Publications

Super Multo - Creative Teaching Associates

The World of Work - J. Weston Walch

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The Educable Mentally Handicapped Policy Committee:

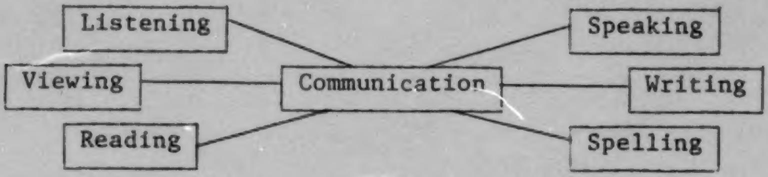
The Educable Mentally Handicapped Communication Committee, consisting of the following special education teachers from the Edmonton Separate School Board:

Doris Herle
Terry Herchuk,
Norma Pelkie,
Brenda Willis.

INTRODUCTION

A. COMMUNICATION SKILLS

Communication skills involve the ability of an individual to express his own thoughts and feelings and also to interpret the thoughts and feelings of those around him. Six primary modes of communication have been considered within this section of the guide. Although each of these skills has been treated as an individual entity, it must be emphasized that they are by no means mutually exclusive. Many, if not all of these skills are or can be interrelated to some extent.



Of the six skills presented in the above diagram, half of them can be considered expressive skills (speaking, writing, spelling) and the other half are receptive skills (reading, listening, viewing). Because each one of these skills is a significant part of the total concept of communication, efforts must be made to develop all of these skills in the educable mentally handicapped (E.M.H.) student. An attempt has been made to provide the teacher with a developmental program geared to meet the needs of the individual student within each of these areas of communication.

B. COMMUNICATION SKILLS AND COGNITIVE DEVELOPMENT

There is a positive relationship between intelligence and the degree of development within the various communication skills. All of the skills associated with communication are affected by the various cognitive functions such as perception, attention and discrimination. Therefore, the rate and extent of development of these communication skills is closely linked with the intellectual and cognitive development of the individual. This cause and effect relationship between communication and cognitive development ahs great significance for the E.M.H. student. Due to the fact that an E.M.H. student is one whose general level of intellectual functioning is below average, it can be anticipated that this student will have problems in the development of these communication skills. Factors such as deficits in cognitive functions, e.g. memory, perception and discrimination, often result in the E.M.H. student achieving a lower level of proficiency in the various communication skills.

C. CHARACTERISTICS OF EDUCABLE MENTALLY HANDICAPPED STUDENTS IN COMMUNICATION SKILLS

There are many characteristics which are common among E.M.H. students in terms of the degree of development and level of competency of their communication skills. Age-appropriate materials and activities should be used.

1. Listening - Due to the lower level of reading ability found in many E.M.H. students, it is very important to develop other receptive communication skills. It is necessary to teach these students to become competent and discriminative listeners. It is through listening that much informal and practical learning takes place. Therefore, the ability to listen and interpret what is heard is a very crucial skill to develop in the E.M.H. student.

2. Viewing - Again due to limited reading skills, E.M.H. students rely heavily upon the visual media to obtain information about their world. They watch more television than the average student and are often found to be more gullible in accepting the standards and values of what they see on television or in movies. Reliance on pictures to get the context of a story, a news happening, or an advertisement further justifies the need to teach these students how to interpret information experienced visually.

3. Speaking - Speaking is one of the communication skills which is utilized each day. For the E.M.H. student difficulty in expressing himself and verbalizing his wants and needs is a common problem. Part of this problem is often due to specific articulation deficits or maturational lags in language development. Regardless of the nature of the deficit, a specific sequential language development program should be followed daily to assist these students in their speech and language development.

4. Reading - E.M.H. students generally learn to read at a later age and at a slower pace than their non-handicapped counterparts. They often have great difficulty generalizing concepts and rules associated with reading skills. Although these students can learn the various reading skills in the same order and through similar teaching methods as regular students, they often require more teaching time and extensive practice in the various skills. The approach utilized in teaching to these students should emphasize a practical or functional point of view.

5. Spelling - There is often a relationship between reading ability and proficiency in spelling. Therefore the extent of development of reading skills of the E.M.H. student has a direct bearing on the student's ability to master spelling skills. Cognitive functions such as discrimination, perception and memory must be

developed withing the spelling program to assist the E.M.H. student in learning to spell competently. Often a pattern of says, points, reads and writes is most effective in the teaching of spelling to these students.

6. Writing - For the E.M.H. student, learning to print and write is sometimes slower to develop due to a slower rate of motor development or deficits in cognitive functions such as perception and discrimination. It is recommended that both manuscript and cursive writing be taught to E.M.H. students. The teaching of cursive writing however, should not be dependent upon mastery of manuscript writing.

D. LEARNING APPROACHES

The needs of the E.M.H. student to function adequately within society do not differ greatly from those of a regular student. However, due to the fact that their rate of progress in learning is much slower and their potential for mastery is not as great, programs designed in the teaching of communication skills must be modified in terms of instructional approaches and techniques.

It is recommended that an "eclectic approach" be utilized with these students. This approach necessitates that the teacher be adept at utilizing a variety of teaching techniques and methods, e.g. language experience, kinesthetic, phonetic, within each program. The eclectic approach makes use of the most appropriate program in terms of methods and materials for each individual student in order to facilitate maximum growth and development.

When teaching communication skills to E.M.H. students, the teacher whould relate instruction whenever possible to the tangible and concrete. In addition, one should not assume that a particular skill or concept is learned or has been mastered simply because the student can apply the use of the skill in one situation. By utilizing a wide range of instructional techniques, the teacher can facilitate generalization of skills across various situations. The rate of learning for the E.M.H. student is very often much slower than one would expect of a regular student. When teaching communication skills to these students, then, repetition of instruction is often necessary. Maintaining interest is essential for the students.

E. GUIDELINES FOR EVALUATION OF E.M.H. STUDENTS

Evaluation should provide an overview of the total program and the information needed to improve instruction and learning. When ascertaining if objectives are being met, individual differences among students must be considered in order that appropriate decisions can be made concerning future directions.

Although a variety of techniques can be utilized to obtain information, e.g. checklists, observations, standardized achievement tests, parent and pupil conferences, all areas of growth need to be examined. It must be remembered that evaluation is a continuous process and therefore an ongoing part of a program. It necessitates the involvement and cooperation of students, parents and teachers.

Reliable information should be collected about the student's strengths and weaknesses to help decide what steps can be taken to eliminate difficulties and provide for continuing development.

F. UTILIZATION OF THE GUIDE

This communication section has been developed to provide the teacher of E.M.H. classes with resource material which will assist in teaching and program development. There are three major areas within the guide:

1. Skills and Content Charts

Skills and Content charts have been developed for each of the areas. The charts have been included to provide an overview of the concepts which can be taught in these areas.

2. Objectives, Strategies, Materials

This section contains all the objectives, strategies and materials for each of the communication skills. The objectives in each area have been task analyzed and sequenced to facilitate program planning. Each objective has been written in behavioral terms so that a teacher will know exactly what is expected of a student for mastery of the particular objective.

Strategies have been provided for many of the objectives. The purpose of the strategies is to provide a sample of the kind of activity which may be employed to teach the objective. The teacher should not feel limited to the use of these particular strategies, and in many cases, it will be necessary to adapt them or substitute others depending upon the age and level of each student.

Materials which could be used to teach a particular objective have been listed as well. Each of these is followed by a code which describes whether it is a "Core" or "Supplementary" material and also the level or levels at which it is best suited for use.

3. Appendices

The appendix section contains a variety of word lists, references for the games used within the guide, a list of publishers, a list of supplementary reading materials and pictures, and list of recommended core and supplementary materials for each of the areas. In addition, checklists which correspond to the objectives in each of the areas have been developed to assist in recording student progress.

SKILLS AND CONTENTS

CHARTS

LISTENING - SKILLS AND CONTENT CHART

Recognizes and responds to own name.

Names familiar sounds in the classroom, school, playground, and street.

Identifies objects that make specific sounds.

Discriminates between sounds.

Combines vocabulary development with simple sequence directions, e.g. put an object in, on, under, beside, above, behind the box.

Identifies and names a broader range of sounds from the environment.

Listens attentively for a specified period of time.

Listens for the purpose of carrying out more complex directions.

Demonstrates an appreciation of rhythmic patterns in sounds and words.

Recognizes words that rhyme.

Listens for enjoyment to: stories on records and radio, nursery rhymes, folktales, records, etc.

Listens to and retells simple stories.

Listens through distractions.

Develops understanding of the responsibilities of the listener.

Listens to retell the incidents in stories in sequence.

Listens to instructions and explanations for information.

Listens for the main idea of a speaker.

Listens to a variety of forms of spoken messages, e.g. stories, songs, poems.

Listens to a person for specific purposes, e.g. weather forecast, television interview.

Recognizes the responsibilities of a listener and his role by:

- asking relevant questions
- drawing conclusions
- noting important details.

Listens for enjoyment to:

- concerts
- plays
- symphony, etc.

VIEWING - SKILLS AND CONTENT CHART

Recognizes the need for viewing.

Demonstrates viewing awareness:

- attends to task
- practises viewing courtesy
- understands the role of the viewer.

Associates visual information, e.g. looks at an object and tells what he sees.

Views a variety of simple visual formats, e.g. pictures, filmstrips, overheads.

Demonstrates understanding of, extends and judges ideas received visually:

- details
- simple sequence
- form sensory images.

Views for extended periods of time.

Demonstrates understanding of non-print visuals, e.g. pictures, label designs, logos.

Demonstrates understanding of the role of the viewer.

Demonstrates desire to view effectively.

Modifies level of attention to suit purpose.

Demonstrates understanding of a widening range of viewing material.

Demonstrates understanding of, extends and judges ideas received visually:

- gains information and meaning
- notes details, main ideas, sequence
- predicts and infers relationships from appropriate content, e.g. time, distance, cause, and effect
- appraises actions and behaviors.

Appreciates purposes for viewing, e.g. views for a variety of reasons.

Views a variety of more complex visual formats, e.g. video tapes, art forms, plays.

Works independently and/or cooperatively on viewing activities.

Demonstrates understanding of, extends and judges ideas received visually:

- identifies and evaluates ideas as factual, fictional, humorous, realistic and plausible
- identifies and analyzes points of view
- makes generalizations applicable for living.

SPEAKING - SKILLS AND CONTENT CHART

Answers in response to the question, "What is this?" by naming the object.

Verbalizes wants by stating noun/verb combinations.

Verbalizes wants by asking simple questions.

Uses descriptive adjectives and their opposites in speech.

Uses prepositions in speech to describe the position of people and things.

Refers to himself and others in his speech by using the pronouns: me, my, mine, I, them, their.

Describes identifying features of an object.

Asks questions to determine what an object is.

Names a location from a description of it.

Describes a particular location.

Says how two or more objects are the same or different.

Describes the action of common animate objects.

Classifies objects into categories.

Uses categorical nouns in speech.

Uses plural nouns in speech.

Names primary colors.

Identifies colors other than primary ones.

States reason for the outcome of actions, e.g. why something happened.

Uses appropriate sense verbs in speech, e.g. smell, taste, see.

Describes the actions taking place in pictures by using a verb form.

Tells what will happen and what will not happen on the basis of an "if-then" action statement.

Makes "if-then" statements describing objects by drawing conclusions about conditions that pertain to these objects.

States the sequence in which actions occurred by answering "before" and "after" questions.

Identifies which part is missing from an object and states the function of the object and each of its parts.

Identifies what is absurd about a part of an object performing an unusual function.

Identifies objects that have a specified part in common.

Indicates whether pictures could illustrate a given statement.

Answers "all" questions about objects by making complete "some", "all" and "none" statements to describe objects.

Answers comprehension questions about what is happening in the stories read to him and tells what the characters say and do.

Talks appropriately on the telephone.

Participates in dramatic play, "show and tell" and dramatization of stories.

Enunciates distinctly, especially the beginning and ending of words.

Uses body language, facial expressions and voice quality to convey meaning.

Recognizes the importance of accepted social behaviors in oral language situations by practising accepted rules for:

- person to person conversations
- telephone conversations
- discussions
- reports
- introductions and interviews.

Speaks in the mode of acceptable adult speech with intelligible speech patterns.

Demonstrates understanding of the role of the speaker/listener.

Participates in group conversations:

- speaks audible and with ease
- talks about activities planned for the day
- relates personal and group experiences
- describes experiences in sequential order
- responds appropriately to question beginning with the question markers: when, who, what, whose, how, where, and how many.

READING - SKILLS AND CONTENT CHART

GENERAL SKILLS

Demonstrates awareness of left to right progression.

Develops left to right eye movement.

Recognizes upper and lower case letters.

Associates consonant sounds to letters.

Identifies initial consonant sounds.

Names letters to represent consonant sounds heard in initial, final, and medial position.

Discriminates between words using initial letter cues and final letter cues.

Identifies short vowel sounds.

Recognizes word families, e.g. am, at, it, and an, in, op, un.

Recognizes words of different length.

Recognizes word endings, e.g. s, ed, ing.

Identifies long vowel sounds.

States vowel rules, e.g. silent e.

Identifies "r" modified vowels: ar, or, er, ir, ur.

WORD ANALYSIS SKILLS

Visual

Develops specific visual discrimination (recognizes likenesses and differences in colors, shapes, and designs, directionality and size, letters and words).

Recognizes word boundaries.

Notes relative position of objects in pictures.

Visualizes part to whole by assembling a seven piece puzzle.

Auditory

Reproduces pronounced two and three syllable words.

Hears minimal differences in words.

Distinguishes word length.

Recognizes spoken words with same initial sound.

Recognizes spoken words with same final sound.

Hears rhyming words.

Demonstrates understanding of function of "y" as a consonant or vowel.

Associates sounds to two letter blends: tr, gr, br, bl, gl, pl, st, fr, sm, sk, cr, sw.

Associates sounds to digraphs: ch, sh, th, wh.

Identifies three letter initial blends: spr, str, scr, squ, thr.

Recognizes little words in big words.

Recognizes root words.

Identifies suffixes: ly, est, er.

Identifies prefixes: un, re.

Identifies two sounds of c and g:

c - k and s;
g - g and j.

Recognizes contractions: n't, 'll, 're, 's, 'd, 'm, 've.

Demonstrates understanding of use of possessives.

Recognizes compound words.

Recognizes similarities of sounds such as x and cks.

Recognizes silent letters in kn, gn, wr.

Recognizes words with double letters.

Listens for and identifies number of syllables in a word.

Alphabetizes words using first and second letter.

Identifies and uses a glossary.

(continued next page)

READING - SKILLS AND CONTENT CHART (CONT'D)

COMPREHENSION DEVELOPMENT

Enjoys being read to.

Engages in meaningful conversation.

Asks the teacher for help when needed.

Demonstrates interest in books and other printed material.

Associates meaning with the printed page.

Demonstrates desire to learn to read.

Demonstrates adequate attention span.

Reacts to and comprehends simple stories read orally.

Arranges pictures and ideas in sequence.

Tells events in logical sequence.

Follows oral directions.

Demonstrates ability to handle a book correctly.

Follows in books from front to back, from left hand page to right hand page.

Follows usual text progression from left to right, from top to bottom.

Reads labels on familiar objects.

Identifies main idea of a simple story read by the teacher.

Uses picture cues.

Looks at a picture and tells its story.

Tells main ideas, names of characters, some major details from stories read by teacher.

Begins to build a sight vocabulary through configuration clues and context clues.

Reads easy books at the library table.

Follows printed directions.

Begins to read for information.

States main idea, names of characters, important detail stated sequence from stories read orally.

Answers questions on materials read.

Recalls main idea, names of characters, important details, stated sequence from stories read silently.

Relates situations encountered in reading to personal experiences.

Demonstrates knowledge of library facilities, both the school library and the public library.

Demonstrates ability to handle work-type material independently.

Uses: table of contents, page number, titles.

Finds specific information.

Develops ability to anticipate ending of stories and/or to infer action.

Composes questions about material read.

Begins to read and interpret simple maps and charts.

Dramatizes stories read.

Illustrates stories read.

Tells a story previously read.

Recognizes and uses different kinds of reading materials: those for pleasure and those for information.

Finds main idea in a story or paragraph.

Keeps events in proper sequence.

Draws logical conclusions.

Recognizes relationships.

Predicts outcomes.

Follows printed directions.

Reads for a definite purpose.

Classifies items.

Uses index.

Demonstrates technique of skimming.

Extends ability to use printed material for information:

- finds specific information
- interprets descriptive words and phrases
- selects facts to remember
- selects facts to support main idea
- uses study guides, charts, outlines.

Interprets story ideas.

Identifies author's purpose.

Locates title page, author, illustrations, publisher, year, index.

Uses table of contents.

Uses reference materials:

- encyclopedia
- atlas and maps
- magazines and newspapers
- occupational information.

Interprets meaning of line graphs.

Interprets meaning of bar graphs.

Reads charts.

VOCABULARY DEVELOPMENT - SKILLS AND CONTENT CHART

WORD RECOGNITION

Begins to establish fundamental reading habits.

Demonstrates interest in words and symbols.

Recognizes own name in print.

Names upper case letters.

Names lower case letters.

Matches upper case and lower case letters.

Recognizes words with both upper and lower case letters at beginning.

Places letters of alphabet in sequential order.

Identifies in various settings words usually found in preprimers and primers.

Increases basic sight vocabulary.

Recognizes 200 Dolch Basic Sight Words.

Uses word form clues.

Recognizes new words in content fields.

Recognizes: function words, direction words, etc.

Uses context clues.

Uses configuration clues.

Uses language rhymes: poetry, songs.

WORD MEANING

Demonstrates listening vocabulary, adequate to understand ideas.

Demonstrates speaking vocabulary, adequate to convey ideas.

States meaning of: place words, quantitative words, descriptive words.

Makes simple classification, e.g. animals, fruits, toys, vegetables, clothing.

Classifies objects and pictures into logical categories.

Demonstrates understanding that printed words represent spoken words.

Demonstrates knowledge of picture dictionary.

Demonstrates proficiency in the use of a picture dictionary.

Demonstrates understanding of basic words common to reading experiences of preprimer, primer, and grade one level.

Demonstrates increased knowledge of meaning of words.

Recognizes multiple meanings of words.

Recognizes synonymous meanings of words.

Recognizes opposites.

Recognizes meanings of words pronounced the same.

States meaning of and uses correctly: function words, direction words, action words, forms of address, career words, color words, metric words, curriculum words (see Appendix).

Demonstrates ability to gain meaning from context.

Uses new words in sentences to show meaning.

Demonstrates ability to use punctuation.

Uses map skills.

Defines words read in context.

States synonyms, antonyms.

Identifies homophones.

Identifies homographs.

Recognizes multiple meanings of words.

Associates words with feelings.

Distinguishes formal and informal language.

PRE-SPELLING - SKILLS AND CONTENT CHART

LANGUAGE AND THINKING SKILLS

Expresses self spontaneously.

Pronounces words correctly.

Demonstrates enjoyment while listening to stories.

Relates experiences.

Describes and classifies objects, etc.

Participates in puppetry and drama.

Participates in group dictation in the development of "language experience" charts.

Demonstrates knowledge of relationship between oral and written expression.

PERCEPTUAL SKILLS

Auditory

Identifies rhyming words.

Recognizes words with identical beginnings.

Identifies consonant in spoken words.

Identifies number of syllables in spoken words.

Discriminates beginning, ending and medial sounds.

Relates sounds to symbols.

Substitutes beginning sounds to form new words.

Visual

Matches letters.

Matches or groups words that begin alike.

Recognizes that words are made of letters in left to right sequence.

Identifies some words used frequently.

VISUAL MOTOR SKILLS

Names and prints letters of the alphabet.

Copies words correctly.

Prints name and some words from memory.

SPELLING - SKILLS AND CONTENT CHART

PHONETIC ANALYSIS		STRUCTURAL ANALYSIS			
Consonant Sounds	**Vowel Sounds**	**Prefixes**	**Suffixes**	**Verb Forms**	**Plurals and Possessives**
Key consonants: b, c, d, f, g, h, j, k, l, m, p, r, s, t, v, w, y, z Words: CVC pattern	Short vowels: a, e, i, o, u (medial position) Words: CVC pattern				
Key consonant sounds: initial, medial, final position Blends: bl, pl, st, fl, gl, cl, br, tr, gr, dr, fr, cr, spr, str, thr, sn, sp, spl Digraphs: sh, ch, ng, nk, wh, th (voiced and unvoiced)	Short vowels: (initial or medial) Long vowels: a) single long vowels b) two vowels together c) final e Diphthongs: oy, ow, ou, oi Digraphs: ay, oo, ee, ea, aw		er, est, ing	s or es for third person singular, e.g. he runs d or ed ending e.g. fished	Plurals: add s or es Possessives: add s, e.g. yours
Variants: x, ck, c, k, s Silent: l Initial blends: pr, sc, sk, squ, sm, tw, sw Final blends: ft, lk, mp, nd, nt, rd, sk, st	Vowel sounds controlled by r, er, ar, ir, or ur Final y Unconventional spellings a) single vowels: told, from b) silent e: give, have c) two vowels: said, bread				
Silent: gh, t, w, b, k Digraphs: gh, f sound, e.g. laugh Variants: hard and soft c & g - ph spelling of f - ch spelling of k - g spelling of g or j sound, e.g. frog, bridge - silent w - silent t - silent s - gh as f	Digraphs: ui, ai, au, oa Variants: le		Adding a suffix: a) when doubling of final consonant is required e.g. hopped, hopping. b) when silent e is dropped, e.g. coming.	change y to i before es and ed, e.g. flies	Plurals: change y to i and add es Add es to words ending in x, ss, ch Possessives: add 's
	al sound (chalk) le sound (castle) ei, ie, sounds (weigh, field)	re, un, dis, in, de	ly, en, ful, y Number suffixes, e.g. sixty, fourteen Other suffixes: ness, less, tion.		Plurals: change f to v before es
	el sound (model) al sound (central)	ex, pro, con, com, pre, im	ment, ty, let e.g. booklet ite e.g. favorite, ship e.g. friendship.		Possessives: form singular and plural possessives (nouns & pronouns)
	Unconventional spelling, e.g. does, canoe	bi, tri	sion e.g. occasion ian e.g. musician.		

(continued next page)

SPELLING - SKILLS AND CONTENT CHART (CONT'D)

STRUCTURAL ANALYSIS (CONT'D)		SYLLABICATION AND DICTIONARY			
Contractions and Abbreviations	Compounds	Syllabication	Location of Words	Extentions	
			Begins to spell simple words that are frequently encountered in reading and speaking.		
	Recognizes compounds, e.g. today, something.	Hearing two-syllable words, e.g. yellow, going.	Uses picture dictionaries for locating correct spelling of words. Alphabetizes to two letters.	Homonyms (to, two, too) Antonyms (last, first) Synonyms (good, nice)	
		Hearing three and four syllable words.	Begins to spell words from basic vocabulary list (See Appendix).		
One letter ommissions, e.g. isn't. More than one letter omissions, e.g. I'll.			Alphabetizes to three letters. Learns to spell words from current activities.		
Abbreviations for days, holidays, months, and proper names.			Alphabetizes to four letters.		
Abbreviations of measures, titles, and directions.					

HANDWRITING - SKILLS AND CONTENT CHART

READINESS SKILLS

Holds a writing instrument correctly.

Draws horizontal, vertical and slant lines.

Draws a backwards circle, forward circle and parts of a circle.

Discriminates basic strokes within letter form.

Discriminates likeness and difference in letter forms.

Identifies dominant hand.

MANUSCRIPT SKILLS

Develops gross motor coordination through participation in activities such as games, dances, jump rope, ball games, building blocks.

Develops fine motor coordination through coloring, clay modeling, finger painting, scribble drawing, cutting with dull-pointed scissors, tracing and forming letters.

Develops perceptual/spatial awareness, e.g. left to right progression.

Uses correct body position, paper placement, arm and hand position, pencil holding.

Uses correct beginning point, direction of motion and sequence of parts in all manuscript letters and numerals.

Uses correct spacing between letters, numerals and words.

Writes on a line.

Prints words, phrases and sentences.

Copies accurately from the chalkboard.

Evaluates own printing, hand and paper position, letter, etc.

Develops a sense of pride in accomplishment.

CURSIVE SKILLS

Develops gross motor coordination through participation in activities such as games, dances, jump rope, ball games, building blocks.

Develops fine motor coordination through coloring, clay modeling, finger painting, scribble drawing, cutting with dull-pointed scissors, tracing and forming letters with strips of clay.

Develops perceptual/spatial awareness: left to right progression, top to bottom.

Uses correct body position, paper placement, arm and hand position, pencil holding.

Uses correct beginning point, the correct direction of motion in all cursive lower case and capital letters: letter groupings, shapes and strokes of cursive lower case and capital letters; lower case - upstroke, overcurve, over and back; capitals - upstroke, downcurve, slanted downstroke, curved downstroke, cane stroke, reverse loop.

Uses correct spacing between words.

Writes on a line.

Writes words, phrases and sentences.

Copies accurately from the chalkboard.

Improves cursive writing by decreasing size, increasing speed while maintaining legibility of cursive forms.

Evaluates own writing, hand and paper position, letter form, size slant alignment, spacing and legibility.

Develops proficiency in using a pen (ball point).

Develops a sense of pride in accomplishment.

SELF-EXPRESSION AND MECHANICS

Develops the understanding that writing is a visual presentation of the spoken word by relating printed symbols to words and meanings.

Develops readiness through extensive experiential background and enriched experiences.

Recognizes need for attentiveness to a writing task.

Suggests labels and captions to be written by the teacher.

Expresses ideas to be written by the teacher.

Participates in group composition of a simple story.

Copies correctly the group story from the chart or blackboard.

Develops an awareness of sentence sense and develops ability to recognize complete sentences by writing spelling words in simple sentences.

Develops ability to write a sentence about a realistic experience.

Writes two or more sentence stories about a realistic experience.

Develops ability to use period and question mark, and becomes aware of simple capitalization such as in his own name and at the beginning of a sentence.

Demonstrates growth in written language by increasing complexity of language usage, e.g. more precise descriptive words, nouns and verbs.

Becomes aware of margins.

Uses appropriate form of written language in stories (beginning, middle, end) illustrations, letters (invitation and thanks), lists, poems, paragraphs (2-4 sentences), instructions, directions, simple charts, graphs, short advertisements.

Uses appropriate punctuation periods, question marks, commas (in dates and addresses), quotation marks, apostrophes, hyphens, colons.

Extends use of capitalization:

- on pronoun "I"
- names of persons and places
- names of days of week, holidays and months of year
- titles in stories and poems
- beginning of a line in poetry.

PLEASE NOTE

Communication Section is
color-coded according to
subject areas, not levels.

LISTENING

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
		Codes C - Core Material S - Supplementary Material Level 1 Level 2 Level 3 Level 4
The student:		
Recognizes aurally and responds to own name.		
Names familiar sounds in the classroom, playground, school and street, e.g. bell, car.	Make recordings of various sounds, within the school and surrounding community. Have students identify sounds.	Peabody Language Development Kit - Level (C1-2)
Identifies the objects which make sounds in the classroom, school, playground and street.	Have students match sounds heard with pictures of objects.	Sounds to Words (S1-3) Sound Lotto (S1-4) SRA Listening Skills Program Tape 1 (S1-4)
Discriminates between sounds by pointing to the object which makes the sound.		Auditory Training (Familiar Sounds) (S1-2) Auditory Memory for Sounds (S1-3)
Listens to and discriminates between similar sounds in the environment, e.g. doorbell and telephone.		Sound Absurdities (S1-4) LDA Listen (S1-3) Learn to Listen (S1-3)
Demonstrates a listening vocabulary development by following directions given in a simple sequence.	Have students play games: "I'm Going to California, What Did I Draw?" (See Appendix - Games).	DLM Auditory Memory (S2-4) Listening Clearly cassette/filmstrip (S1-3

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies and names a broader range of sounds in the environment, e.g. musical instruments.		Peabody Language Development Kit - Level 3 (C1-4)
Listens attentively for a specified period of time.	Have students close their eyes for a number of seconds, then list every sound heard during that time.	Easel Listening Games and Individual Listening Games (S1-2)
Listens for the purpose of carrying out multi-step directions.		Terry the Terrible Dictates Directions (S1-2)
Demonstrates an appreciation of rhythmic patterns of sounds and words by clapping or tapping.	Demonstrate tapping or clapping of specific rhythmic patterns. Have students imitate actions. Play records or nursery rhymes and have students clap or tap the rhythm, e.g. Morse Code.	
Recognizes and names words that rhyme.	Demonstrate sounds of rhyming words, e.g. cat - bat. Emphasize listening to ending sounds. Have students provide rhyming words. Play game: Two teams - one team supplies a word, second team supplies a rhyming word.	Auditory Discrimination Game - Set 1 (S1-3)
Uses various media for listening enjoyment, e.g. records, radio, nursery rhymes, folktales.	Establish a listening center. Schedule a specific listening time for students each day.	Record Books (S1-2)
Listens to and retells simple stories.		Tell Again Story Cards (S1-2)

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates ability to listen in a distracting situation.	Supply each student with a worksheet on which he may follow oral directions to underline, cross out, circle, while radio on in background.	DLM Auditory Figure Ground (S2-4) Auditory Memory for Direction (S1-2)
Demonstrates an understanding of the responsibilities of the listener by attending to the speaker.	Model listening courtesies. Make a 'good listening bulletin board' with rules suggested by the students.	Easel Listening Games and Individual Listening Games (S1-2)
Listens for the purpose of retelling stories in sequence.	Use story cut-ups. Read a story containing scrambled events and ask the student to rearrange the events.	A Nelephant Named Godfrey (C1-2) Auditory Class and Language Sequencing (S1-3) Sound Stories cassette/filmstrip (S1-3)
Demonstrates ability to listen to instructions and explanations for information.	Ask students to listen to paragraph read orally. Ask student to recall facts, make interpretations, evaluate information, etc.	DLM Auditory - Figure Ground (S2-4) DLM Auditory Memory (S2-4)
Listens for the main idea of a speaker.	Read a short selection and have students suggest a title and tell what happened in one summary sentence.	Listen and Think Listening Tapes (S1-3) (Identifying Main Ideas & Understanding Speakers' Purpose) A Nelephant Named Godfrey (C1-2)
Listens to various forms of spoken messages, e.g. story, songs, poems.		Listen 'n Say Respondette Series (S1-2) A Nelephant Named Godfrey (C1-2)

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
		Children's Folk Tales and Legends filmstrip/cassette Fairy Tales/Aesop's Fables (S1-4)
Listens to a specific person to gain particular information, e.g. weather forecast, television interview.	Provide exercises containing questions based on specific listening activities, e.g. weather forecast, interview.	EARS (Early Approaches to Reading Skills) (S1-2)
Recognizes responsibilities of a listener and his role by: - asking relevant questions - drawing conclusions - noting important details - interpreting main ideas.	Read to the students a series of paragraphs; have students add conclusion. Read paragraphs or dialogue, have students indicate what might happen next, the mood, or the type of speaker. Have students listen to commercials on radio or television, then identify the actual facts supplied and identify what the listeners are intended to think.	Listening Skills Program - Unit 2 - Earpower (C3-4) A Nelephant Named Godfrey (C1-2) Listen and Think Listening Tapes (S1-3) SRA Listening Skills Program (C1-3) Verbal Absurdities (S2-4) Super Sounds: Comprehension - Inference (S3-4)
Listens for appreciation of various productions, e.g. concerts, symphony, speeches.	Have students paint, draw, use crayons or fingerpaint while story records are playing, e.g. Peter and the Wolf, Tchaikovsky's Nutcracker Suite. Discuss strong and weak points about various singers or groups.	Listening Appreciation Activities (S1-4)

VIEWING

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
		Codes C - Core Material S - Supplementary Material Level 1 Level 2 Level 3 Level 4
The student:		
Names familiar people and objects from pictures, slides, films, etc.	Have students bring pictures of family and pets. Make collage of familiar people and objects. Make charts using pictures found in magazines incorporating categories such as animals, people, food, etc.	Learning to Look - Set 2 (S1-2) Peabody Language Development Kit - Level P-3 (C1-3)
Points to specific objects.	Have student point to correct object as teacher names objects in pictures, film, filmstrip, television, etc.	Figure-Ground Advitity Cards (S1-3) Action Cards - Set 1 (S1-2) Peabody Language Development Kit - Level P-3 (C1-3)
Looks at simple pictures and tells what he sees.	Present filmstrip, slides, pictures, etc., illustrating a single object or action; have student discuss what he sees. Bring out features such as size, shape, color,etc.	I See/I Think I See (S1-2) Action Cards - Set 1 & 3 (S1-2) Classification by Use (S1-3) Classification of Objects (S1-2) Peabody Language Development Kit - Level P-3 (C1-3)

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Describes specific features of objects viewed.	Make a "Things to Look For Chart" listing such things as color, size, shape, use, etc. Have students apply the list to various objects presented in pictures, slides etc.	Language Building Cards (S1-2) Flip-Flap (S1-2) Living Parts and Wholes (S1-4) Tell What Part Is Missing Story Cards (S1-2)
Discriminates between objects viewed.	Display objects and describe one; have student choose correct one. Play "I Spy".	Flip-Flap (S1-2) LDA Visual Closure Cards (S1-2) Classification - Set 1 (S1-2) Classification By Use (S1-3) Classification of Objects (S1-2) Alike Because - Level 1 (S1-2) Alike Because - Level 2 (S3-4)
Imitates a simple action.	Model a simple activity and have student imitate.	Look n' Do Cards (1-2) Action Cards Set 1-2-3 (S1-2) Just Imagine Posters (S1-2)
Puts pictures together to form a simple sequence.	Use picture sequence cards, comic strips, etc. Have student assemble to form a simple sequence.	Sequential Thinking Concept Cards - Set 1-5 (S1-4) Sequence Picture Cards Level 1 & 2 (S1-3) Science Sequence Cards - Simple Changes (S1-3)

VIEWING

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Retells a story viewed in proper sequence.	Use story cards with students; withdraw them and ask student to retell story.	Tell Again Story Cards (S1-3) Photographic Sequences (C3-4) Science Sequence Cards: Complex Changes (S3-4) Story Sequence Learning Centre (S1-3) Sequential Picture Cards I, II, III Independent Living (S1-4)
Views picture books for enjoyment.	Go on field trip to library. Have books displayed in class.	Self-Told Tales (S1-4) MacDonald Starter Series (S1-2-3)
Describes sensory impressions formulated from material which is viewed.	Display pictures which elicit sensory reactions, e.g. fruit, soft toys, snow, fur coat. Have students discuss their reactions.	Peabody Articulation Cards (C1-4) Your Five Senses (S1-4)
Views attentively for a specified period of time.	Have students look at pictures or slides and make a list of what they see. Construct a viewing centre (filmstrip, slides, picture file, view-master, film loops).	Touching Things (S1-3) I Might Feel.... Self Awareness Posters (S1-3)
Changes level of attention to suit purpose of viewing task.	Provide a variety of viewing experiences (television, films, field trips in student's environment, books, etc.) where student must change his level of attention to gain information.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates an interest in a greater variety of visual formats*, e.g. cartoons, puppetry, plays.	Go on field trips to theatre, park, lake, or campground. etc. Have students do puppet play based on something they saw.	
Looks at more complex pictures and tells what he sees.	Provide pictures or slides containing more than one object and an action occurring Have students describe what they see.	Teaching Pictures - variety of topics (C1-4) Instructo - Study Prints (S1-4) Communities in Action (S3-4) Camouflaged Animal Cards (S2-3-4)
Imitates a series of actions.	Have students use puppets to imitate a story from a picture book.	Action Cards - Set 3 (S1-2) Photo Sequence Cards: Set 1 Occupations, Set 2, Recreation Set 3, Daily Living Activities (S2-4)
Gains information and meaning by answering specific questions.	Show pictures, slides, or take a field trip in the student's environment. Make ditto sheets. Ask questions based on material seen by student.	Teaching Pictures (C1-4) Visual Communication Skills - filmstrip/ cassette - Understanding Pictures - Visual Literacy - Seeing, Believing, Questioning (S3-4)

* Visual formats pertain to all materials which can be viewed, including such things as pictures, plays, anything in the environment which is seen.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Makes predictions based on content contained within visual formats or environment.	Ask the student: - "What is happening?" - "What has happened?" - "What do you think will happen next?" - "Have you ever seen anything like this happen?" - "Why is this person doing this?" - "What does the picture tell you?"	What Would You Do? (S1-4) Why - Because (S1-3) What's Wrong Here - Levels 1 & 2 (S1-4) - Story about I Wonder Posters (S1-3) What's Wrong Posters (S1-3) Open Ended Sequence Cards (S2-4)
Draws conclusions from materials presented in visual formats.	Have student discuss pictures from magazines, newpapers and give them captions. Write stories about pictures, slides, field trips.	Think Again (S1-3) See How You Feel (S1-3) Why - Because (S1-3) Problem Solving Cards (S1-3) What Follows - Set II (S1-3)
Tells the meaning of non-print visuals such as signs, label designs, and logos.	Go on field trip to local store, etc. Discuss meaning of particular signs, etc., encountered. Have students collect label designs, and logos. Construct collage.	Functional Signs (S1-4) Survival Signs (P1-4)
Views a variety of more complex visual formats, e.g. video tapes, art forms, plays, television.	Go on field trip to museum, live theatre.	DLM's Program of Affective Learning Featuring (S3-4)
Appraises actions and behaviors of people, etc.	Have students cut out pictures of people depicting emotions. Display pictures and have students give headings such as: sadness, fear, struggle, happiness.	What's Happening (S3-4) Let's Talk About - Series Part I & II (S1-4) filmstrips - Teaching Pictures -

VIEWING

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
		Learning About Human Relationships (C1-4) Free To Be You and Me - filmstrip/cassette (S2-4)
Evaluates the appropriateness of actions in different social situations.	Have group discussion on manners in different social situations such as parties, picnics, camping activities, theatres, restaurants, etc.	What's Happening (S3-4) Let's Talk About - Series Part I & II (S1-4) filmstrip Free To Be You and Me - filmstrip/cassette (S2-4)
Works independently in viewing activities.	Establish a media or viewing center containing filmstrips, pictures, magazines, comic strips, etc. Have students use media centre.	Seeing Clearly - cassette/filmstrip (S1-4)
Works cooperatively in viewing activities.	Have students create their own play, television shows, puppet shows, collage.	
Identifies and evaluates ideas as factual, fictional, humorous, realistic, or plausible.	Have students classify television programs as being factual or fictional.	Fact or Opinion Learning Centre Activity (S3-4) Free To Be You and Me - filmstrip/cassette (S2-4)
Recognizes propaganda in its various forms.	Have students view television commercials, magazine ads, etc. to identify and classify the more common propaganda techniques, such as transfer, name calling, plain folks, testimonial, bank wagon, glittering generalities, card stacking, and repetition.	Visual Communication Skills - The Language of Vision (S-4) - Understanding Pictures (S-4) - Visual Literacy (S1-4) - Seeing, Believing and Questioning (S1-4)

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
		Codes C - Core Material S - Supplementary Material Level 1 Level 2 Level 3 Level 4
The student:		
Answers in response to the question, "What is this?", by naming the object.	Have student identify familiar objects from the classroom.	Action Cards - Set 3 (C1-2) Basic Vocabulary Study Cards (S1-4) Parts of Speech - Noun Concepts (S1-2) Places and Things - Set 1 Household Items (S1-4)
Verbalizes his wants by saying noun/verb combinations.	Have student express his wants by using simple language.	Sentence Sharpies - Level 1 (S1-2) Level 2 (S3-4) Verbs, Verbs, Verbs (S3-4) Building Sentences Step by Step (S3-4) Language Association Boards - Set 1, Verbs (S3-4)
Verbalizes his wants and thoughts by asking simple questions.	Encourage student to ask simple questions such as: "May I go outside?" "Can John play with me?"	Fokes Sentence Builder (S3-4) Action Cards - Set 1 (C1-2) Developmental Syntax Program (C1-4)
Uses descriptive adjectives and their opposites in his speech.	Have students read sentences giving the opposite of the underlined word, e.g. "She wore a bright dress. It was cool last night".	Opposites Picture Cards (S1-2) Opposites - Concept Cards (S1-2) Parts of Speech - Adjective Concepts (S1-4)

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Uses prepositions in his speech to describe the position of people and things.	Show pictures to students and ask questions which require a preposition in the answer, e.g. "Where is the boy sitting?" (reply - on the chair) "Where is the cloud?" (reply- in the sky) "Where is the horse going?" (reply - to the barn).	Classification/ Opposites/Sequence (Ideal Magic Cards) (S1-2) Language Association Boards - Set 2, Adjectives (S3-4) Imaginative Adjectives and Prepositions (S3-4) Parts of Speech - Preposition Concepts (S1-2) Positions Color Cards (S1-2) Language Association Builders - Set 3, Prepositions Lab Cards (S3-4)
Refers to himself and others in his speech by using the pronouns, "me", "my", "mine", "I", "them", "their", etc.	Have student make a chart with a picture of himself, a boy, a girl and a group of people. Have student use appropriate pronouns as each picture is discussed, e.g. picture of himself - pronouns are "me", "my", "mine", "I".	Pronoun Parade A (S2-4) Developmental Syntax Program (C1-4)
Describes identifying features of an object.	Provide pictures, etc. of objects. Have student use vocabulary which describes: height (high, tall, short) length (long, short) width (wide, narrow) area (large, small, big) weight (light, heavy) shape (round, flat, square, triangular, thin, thick) color (red, blue, etc.).	Distar Language 1, 2, 3 (S1-4) Living Parts and Wholes (S1-2) Visual Closure Cards (S1-2) Parts and Wholes (S1-4)

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Asks questions to determine what an object is.	Play game: 20 Questions. Have students ask questions such as: "Is it tall? Is it blue? Is it round?"	Peabody Language Kit - Level P (C1-2)
Names a location from description of it.	Describe a location with various clues such as: "It has many rooms. It is downtown. People get better there." Have students identify (hospital).	Peabody Language Development Kits - Levels K-3 (C1-2-3-4)
Describes a particular location.	Have student describe location named by teacher.	
Says how two or more objects are the same or different.	Have student identify whether two or more objects are the same in height, length, width, size, weight, shape or color.	Classification by Use (S1-3) Classification of Objects - Concept Cards (S1-4)
Describes the action of common animate objects.	Have student describe what action an animate object can perform such as a canopener, a screwdriver, etc.	Associations - Set 1 (S1-2) Set 2 (S3-4) Functions Picture Cards (S1-3) Peabody Language Development Kit - Level 1 (C1-4)
Classifies objects into categories.	Play game: "Animal, Vegetable or Mineral". Say "carrot", have student answer.	Peabody Language Development Kit - Level 1 (C1-4) Classification by Use (S1-3) Peabody Articulation Cards (S1-4) Classification - Set 1 (S3-4) Categories: Varied (S1-2)

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Uses categorical nouns in his speech.	Make a bulletin board display of categorical nouns: e.g. fruits, animals, vehicles; have students find and name things which belong in each group.	Flip Flap (S1-2)
Uses plural nouns in his speech .	Have student identify plurals and use in a sentence. Give words orally and have students state the plural. Include plurals which do not have s or es, such as geese, oxen.	Make a Plural (Game) The Caveman Plural Centre (S3-4) Developmental Syntax Program (C1-4) Singulars & Plurals - Set 1 & 2 (S1-2)
Names primary colors.	Cut colored cars (red, yellow and blue) from magazines or car brochures and paste on a chart. Have student identify color of cars.	Terry the Terrible Dictates Direction (S1-3) MacDonald Starter Series Book "Colors" (S1-2)
Identifies colors other than primary ones.	Have students go for a 'color walk' to find things of different colors in the environment. Make a collage with the objects found and add colored yarns, gift ties, sequins and glitter. Have student tell what colors are in the collage. Include orange, purple, brown, silver, etc.	Color Recognition Set (S1-2) Color and Shape Posters (S1-3)
States reasons for the outcome of actions, e.g. why something happened.	Read stories and ask students why something happened.	Help Yourself Books-Level 2 (S1-3) Why Because (S3-4) Problem Solving Cards (S1-4)

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Uses appropriate sense verbs in his speech, e.g. smells, tastes, sees, hears, feels.	Provide a list of words such as: soft music furry kitten red apple white snow red rose white cake Have students tell whether they see, hear, taste, smell or feel.	Listen and Think Listening Tapes (Tape Titled "Using Our Senses") (S3-4) Your Five Senses (S1-4) Five Senses (Bulletin Board Cut-Outs) (S1-2)
Describes the actions taking place in pictures by using a verb form.	Hold up action pictures and have students identify what action is taking place using a verb form, e.g. the dog is running; the rabbit hops.	Verbs, Verbs, Verbs (S3-4) Help Yourself Books - Level 1 (S1-2) Action Pictures - Sets 1 & 3 (C1-2) Language Association Builders (Lab Cards) Set 1, Verbs - Sports in Action (S3-4) Set 2, General Verbs (S1-4)
Tells what will happen and what will not happen on the basis of an "if-then" action statement.	Read a story from a reader or story book. Give sentences similar to the example given below to the students. e.g. If Mary had gone to the market place she would have heard ______ ______________. If Jane had not waited so long, she would have _______.	Sequential Thinking Concept Cards - Set 5 (S3-4) Problem Solving Cards (S1-4) What Would You Do? (S1-4) What's Happening? (S3-4)
Makes "if - then" statements describing objects by drawing conclusions about conditions that pertain to these objects.	Have students finish statements such as: If a ball had a handle then ________. If a car didn't have wheels then ______.	Lessons in Syntax (S3-4) Why - Because (S1-4)

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
States the sequence in which actions occurred by answering "before" and "after" questions.	Read a paragraph such as: "When the poor woman returned with her basket of food the children eagerly peeped into the basket. The woman quickly hurried to the cupboard". Ask questions about what happened before and after the woman returned. Have students answer questions orally.	Sequential Thinking Concept Cards - Set 5 (S3-4) Classification/ Opposites/Sequences (Ideal Magic Cards) (S1-2) Photo Sequence Cards - Set 1, Occupations, Set 2, Recreation, Set 3, Daily Living Activities (S2-3-4)
Identifies which part is missing from an object and tells the function of the object and each of its parts.	Purchase or make a set of cards which have pictures of everyday objects with something missing from the object. Have student identify what is missing and what function it fulfills.	What's Missing - Level 1, (S1-2) Level 2 (S3-4) Tell What Part Is Missing (Cards) (S1-2) Parts and Wholes (S1-3) Speech and Language Materials Living Parts and Wholes (S1-4)
Identifies what is absurd about a part of an object performing an unusual function.	Have students identify what is absurd in pictures such as: a picture of someone wearing a snowsuit on the beach, a tree growing upside down, a monkey flying an airplane.	What's Wrong Cards (S1-2) What's Wrong Posters (S3-4) What's Wrong Here? - Level 1 (S1-2)
Identifies objects that have a specified part in common.	Have student name objects that all have wheels, e.g. wagon, truck; are round, e.g. coins, balls, wheels.	Classification by Use (S1-3) Classification - Set 1 (S1-2) Alike Because - Level 1 (S1-2) Level 2 (S3-4)

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Indicates whether pictures could illustrate a given statement.	Have students indicate whether statements pertain to displayed pictures.	Action Cards - Sets 1 & 3 (C1-2) Problem Solving Cards (S1-4) Lessons in Syntax (S3-4)
Answers "all" questions about objects by making complete "some", "all", and "none" statements to describe objects.	Use pictures, slides, etc. Ask questions pertaining to the objects in these pictures which can be answered by "some", "all", or "none" statements, e.g. How many of these pictures have animals?	Classification of Objects Concept Cards (S1-4)
Answers comprehension questions about what is happening in the stories read to him and tells what the characters say and do.		Tell Again Story Cards (S1-3) Listen 'n Say Respondette Series (S1-4) What Do You Think of That? and Other Stories (S1-4)
Participates in dramatic play, "show and tell" and dramatization of stories.		Book - Create A Story Series (S1-2) Tell Again Story Cards (S1-3) Tell-a-Tale Cards - Set 1 and Set 2 (S1-2-3-4)
Uses body language, facial expressions and voice quality to convey meaning.	Demonstrate use of body language, etc. Have students model the use of these to convey meaning. Use mirrors; have each student express specific meaning using facial expressions.	See How You Feel (S1-4) Let's Make Faces (S1-4)

SPEAKING

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Enunciates distinctly, especially at the beginnings and endings of words.	Have students participate in oral reading of poems, stories, letters, etc., to the class.	Basic Set of Word Making Cards (S1-4) Developmental Syntax Program (C1-4)
Recognizes the importance of accepted social behaviors in oral language.	Have a discussion on how to make introductions, give greetings, etc. Role play situations involving introductions, etc.	Sensitivity (S3-4) Points of View (S3-4) Let's Talk About Series - Parts 1 & 2, filmstrips (S3-4) Learning About Human Relationships (S2-4) Social Development (S1-2) Game - Hot Line The Telephone (Bulletin Board Cut-Outs) (S1-4)
Practises accepted rules for person to person conversations, telephone conversations, discussions, reports, introductions and interviews.	Make a class chart outlining accepted rules. Use role play involving various situations, such as job interviews. Practise telephone conversations between students in the classroom. Give attention to voice volume, leaving messages, getting information from a store, etc.	
Participates in group conversations:		
- speaks audibly and with ease	Use a tape recorder; have student listen to himself and correct his pitch tone and volume.	Developmental Syntax Program (C1-4) Learning Concepts Programs for Pre-School and Primary Children (S1-4) Language Rehabilitation Program (S1-4) Help Yourself Books - Level 3 (S3-4)
- talks about activities planned for the day	Have students plan a trip to the zoo or a picnic and discuss what will be involved such as transportation, cost, food, etc.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
- relates personal and group experiences	Have students tell about summer vacations, trips with the family, weddings, birthday parties, etc. Give details about the experiences in sequence.	DUSO (S1-4)
- describes experiences in sequential order	Read a story such as: "Mary went to the seashore. The first thing she saw was a little pink shell. She picked it up and put it in her pocket. As she walked along, she almost stepped on a clam shell". Have students name the things in the order that Mary saw them.	Sequential Thinking Concept Cards - Set 5 (S3-4) Sequence Picture Cards - Level 1, Sets 1-2-3 (S1-2) Level 2, Sets 1-2-3 (S3-4)
- responds appropriately to questions beginning with the question markers: when, who, what, whose, how, where, and how many.	Read a story or listen to a story on a tape or record. Have students answer 'when', 'who', 'what', 'whose', 'how', 'where' and 'how many' questions pertaining to the story.	Action Cards - Set 3 (C1-2) Fokes Sentence Builder (S3-4) Lessons in Syntax (S3-4)

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
		Codes C - Core Material S - Supplementary Level 1 Level 2 Level 3 Level 4
1. General		
The student:		
Matches upper case and lower case letters.	Play matching game using teacher and student flash cards, one set with upper case and one lower case.	Match Upper and Lower Case Letters (S1-2) Fun with Capital & Lower Case Letters (S1-2)
Produces consonant sounds for letters orally.	Display pictures of common objects (cat, mouse) with the letter the object begins with printed to the left. Encourage the student to use these pictures when trying to remember the sound of a letter.	
Names initial consonant sounds in spoken words.	Have student play "Lost Squirrel", a game that helps with initial consonants (see Appendix).	The Consonant Sounds Program (S1-4) Schoolhouse (C1-4) Go Fish Series - Series 1 (S1-3)
Names letters to represent consonant sounds heard in initial, final and medial position.		Basic Set of Word Making Cards (S1-3) Take (S1-3) Phonics Workbook - Book A (C1-2)
Discriminates between words using initial sound cues and final sound cues.		Developing the Listening Skills (S1-4) Knights of the Sound Table Cards (S1-3)

READING
A. Word Analysis Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Produces orally short vowel sounds.	Demonstrate 'sound' of short vowels. Have students imitate sounds. Use language master and cards programmed with short vowel sounds.	
Names letters to represent short vowel sounds.	Give the student a card with the letter to be learned and pictures of objects which begin with that vowel sound. Direct student to place the letter card beside each object to get his mouth ready to make the sound while looking at the card and then say the sound.	Schoolhouse Kit - Word Attack Skills (C1-4) Vowel Sounds Snap Game (S1-4) Grouping Sounding Game - Set C (S2-4) Build It - Deck 1 (S1-4)
Reads word families, e.g. am, at, it, and, an, in op, un.	Use word charts. Use word wheels.	Remedial Reading Drills (S1-4) Tactile Learning Cards Word Families (S1-3) Word Family Fun (S1-4)
Points to and reads word endings, e.g. s, ed, ing.	Demonstrate identifying word endings. Have students model this activity by underlining or pointing to word endings in word lists, etc.	
Reads in context words containing word endings.	Use flash cards containing simple sentences containing words with endings, e.g. s, ed, ing.	Phonics Workbook - Book B, C, D (C2-4) Instructional Pack - Endings/Suffixes (S2-4) The Caveman Plural Center (S2-4)
Produces orally long vowel sounds.	Have students imitate long vowel sounds. Use language master cards programmed with long vowel sounds.	
Names letters to represent long vowel sounds.	Teach rule - long vowels say their name.	Schoolhouse Kit - Word Attach Skills (C1-4) Build It - Deck 2 & 3 (S2-4) Phonics Workbook - Book A, B, C, D (C1-4)

READING
A. Word Analysis Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Reads word families, e.g. ate, ike, oat, eat.	Use word charts. Use word wheels.	Remedial Reading Drills (S1-4) Tactile Learning Cards - Word Families (S1-3) Word Families (S1-2)
Applies vowel rules in context:		
- silent e	Provide examples of the effect of silent e on various words. Example: kit - kite cap - cape Make flip cards with the silent e, e.g. kite.	End in E Game (S2-4) Phonics Workbook - Book B (C2-4)
- two vowels together.	Provide examples of words with vowel combinations. Make word ladders with vowel combinations.	
Reads in context words containing "r" modified vowels: ar, or, er, ir, ur.	Teach sounds made by ar, or, er, ir, ur. Prepare word lists containing these modified vowels. Use sentence cards containing modified vowel words.	Vowel - R - Blends (S2-4) Group Sounding Game - Set H (S2-4) Phonics Workbook - Book B, C, D (C2-4)
2. Visual		
The student:		
Matches likenesses in colors, shapes, designs, size, letters and words.	Using teacher and student flash cards play matching games. Play game: "Matching Bingo".	Skills for Learning Program (S1-2) Learning to Look - Set 2 (S1-2)

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Points to differences in colors, shapes, designs, size, letters, and words.	Make forms, letters, designs, etc. on charts or blackboard; ask student to select one that is different. Vary the same activity by using alphabet blocks, sand paper, etc.	Skills Manual Series (S1-2) Erie Program (S1-2) Training in Some Prerequisites for Beginning Reading (S1-4) Card Match Ups (S3-4)
Visualizes part to whole by assembling a simple puzzle.		Flip-Flap (S1-3) Shape Analysis Matching Cards (S1-2)
Identifies his left and right side.	Have student make hand and foot prints.	Living Parts and Wholes (S1-4)
Points to beginning or end of a word.	Teach concepts of beginning and end through games; apply these concepts to words.	We Study Word Shapes (S2-4) Word Configurations (S2-4)
Produces left to right eye movement.	Use tracking games using flash-light or finger. Have student follow either with eyes, use left to right motions.	
Names items in a series from left to right.	Arrange familiar pictures or objects in a row on chalkboard or table; have students name items proceeding from left to right.	The Peabody Articulation Cards (S1-4) Visual Memory Cards II Objects (S1-2) Serial Sequencing Cards (S1-4)
3. Auditory		
The student:		
Listens to and repeats the sounds of letters.	Have student repeat sounds of letters on flash cards or alphabet chart.	The Listen and Hear Program (S1-3)

READING

A. Word Analysis Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Repeats orally, two and three syllable words.		
Discriminates differences in pronounced letters.	Use modelling activity: say two letters, tell student whether they sound the same or different; have student repeat activity.	Group Sound Game - Set A - (S2-4)
Discriminates minimal differences in pronounced words, e.g. big-beg, when-went.		Group Sounding Game - Set A (S2-4) Auditory Discrimination Game - Set 2 (S1-3)
Identifies spoken words with the same initial sounds.	Present pairs of words orally (sun-soap). Have student tell whether they have the same initial or final sound.	Developing the Listening Skills (S1-4)
Identifies rhyming words.	Draw attention to similarity of ending sounds in rhyming words. Make charts with rhyming words. Make word wheels.	Auditory Discrimination Game - Set 1 (S1-3) Rhyming Kittens (S1-2) Phonics Workbook - Book B (C1, 2, 3)
Reproduces orally pronounced sentences varying from 3 to 8 words.		
Demonstrates understanding of function of "y" as a consonant or vowel.	Make charts containing lists of words with y as a consonant and y as a vowel.	Phonics Workbook - Book A, B, C (C1-4)
Reads in context words containing "y" as a consonant or vowel.	Prepare work sheets containing sentences with words using y as a consonant or vowel.	Phonics Workbook - Level A, B, C (C1-4)
Produces oral sound for two letter blends in isolation: tr, gr, br, bl, gl, pl, st, fr, sm, sk, cr, sw.	Model sounds produced by blends. Use language master programs with sounds of blends. Provide cue picture to assist sound symbol relationship.	Instructional Packs - Blends (S2-4) Webster Word Wheels (S-4) Word Blends (S2-4)

READING
A: Word Analysis Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Points to pictures which represent specific two letter blends.	Use magazines, etc., for pictures depicting specific blends.	Tactile Learning Cards (S2-4) Group Sounding Game - Set E (S2-4) Phonics Workbook - Books A-D (C1-4)
Reads words containing two letter blands.	Use word wheels or flip cards to drill reading of words containing blends.	
Produces sound for digraphs: ch, sh, th, wh.		Group Sounding Game - Set F (S2-4) Tacticle Learning Cards (S2-4) Sort and Sound Vowel Digraph Cards (S1-3) Phonics Workbook - Books A-D (C1-4)
Points to pictures which represent digraphs.		
Reads words containing digraphs.		
Produces sound for three letter blands: spr, str, scr, squ, thr.		Group Sounding Game - Set E (S2-4) Phonics Workbook - Books A-D (C1-4)
Points to pictures which represent three letter blands.		
Reads words containing three letter blends.		
Produces sound for diphthongs: ow (show, cow) oi, oy, ou (out, could dough, through) ew (new) aw (saw).	Provide lists of words containing each of the sounds; demonstrate to the student the different sounds these letter combinations can make. Have the student imitate these sounds. Use language master and cards with words containing these dipthongs.	Phonics Workbook - Book B (C1-2-3)

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Reads words containing diphthongs.	Play "Ladder" game: have student create word ladders by reading words containing diphthongs and arranging them in slots on a ladder.	Auto Phonics (S2-4)
Produces sound for vowel digraphs: oy, oo.	Place word cards containing vowel digraphs on ledge: have students take all the words they can pronounce correctly.	Check and Double Check - Levels 2 & 3 (S2-4) Phonics Workbook - Book D (C3-4)
Reads words containing vowel digraphs.		
Names little words in big words, e.g. seat.	Make lists of words. Draw student's attention to little words contained within larger words.	
	Play game: have students compete to find number of little words.	
Produces two sounds of c and g, e.g. c k and s g g and j.	Make word lists containing words with these sounds demonstrate the two sounds these letters can make to the students.	Listening Skills Program - Easy Ears (S1-3) Phonics Workbook - Levels B, C, D (C-2-3-4)
Says sounds of c and g in pronounced words.		
Reads words containing two sounds of c and g.	Make word cards with words containing two sounds of candy, c and g.	
Reads words containing possessive: 's, s'.	Discuss meaning of possessive form, e.g. belongs to.	Phonics Workbook - Level D (C3-4)

READING

A. Word Analysis Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
	Illustrate use of possessive form, e.g. Bill's bike. Make word lists using possessives, e.g. Ben's house, Mary's dress.	
Applies use of possessive: 's, s'.	Have students do exercises using possessive: 's, s'.	Phonics Workbook - Book D (C3-4)
Says the compound word when shown two parts. Points to the two individual words when presented compound words.	Discuss purpose of compound words - two words combine to create a new word. Illustrate combining of words to form a new word.	Schoolhouse Kit - Word Attack Skills (C1-4) Instructional Pack - Compounds (S2-4) Check and Double Check - Level 3 (S2-4)
Names suffixes (ly, er, est). Reads words containing suffixes.	Discuss meaning and purpose of suffixes (ly, er, est). Illustrate adding of suffixes to words. Point to suffixes in words and have children name them. Make charts or individual student word files. Use flash cards with words containing suffixes.	Instructional Pack - Suffixes (S3-4) Webster Word Wheels (S3-4) Phonics Workbook - Book B,C, D (C3-4)
Names prefixes (un, re). Reads words containing prefixes.		Instructional Pack-Prefixes (S3-4) Webster Word Wheels (S3-4) Phonics Workbook - Level B, C, D (C3-4)
Read words which contain the contractions: n't, 'll, 're, 's, 'd, 'm, 've in and out of context .	Make cards with contractions and the words for which they stand. Have students match the two or they may play a card game. Make sentence cards which contain contractions.	Phonics Workbook - Level B,C, D (C2-4) The Schoolhouse (S2-4)

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies the similarities of sound between x and cks.	Demonstrate similarity of sounds in words, e.g. box-blocks.	
Reads words ending in x as ks.	Use language master and cards with words ending in x. Use flash cards with words ending in x.	
Names silent letters in: kn. gn, wr. Reads correctly words containing silent letters.	Discuss occurrence of silent letters in letter combinations: kn, gn, wr. Have students do exercises where silent letters are to be crossed out. Construct a mobile with words containing silent letters; have students read the words.	Phonics Workbook - Level B, C, D (C3-4) Auto Phonics (S3-4)
Reads words containing double letters, e.g. kitten.		
Says the number of syllables in a pronounced word.	Demonstrate number of syllables in a word by clapping; have student imitate action. Say words to students; have them tell number of syllables.	Check and Double Check - Level 3 & 4 (S2-4)
Identifies the syllables in words.		
Writes words in alphabetical order using first and second letter.	Have student match a word with each letter of the alphabet. Illustrate the sequencing of words in relation to the alphabet.	Phonics Workbook - Level B (C2-3) The Learning Skill Series: Language Arts (C2-4) Basic Skills on the Job (S3-4)

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Engages in meaningful conversation.		
Asks the teacher for help when needed.		
Demonstrates interest in books and other printed material.	Make a classroom library with books and magazines of various levels. Take students on field trip to library, book stores, etc.	
Associates meaning with the printed page.	Have student identify own name in print. Label objects in classroom. Take field trip to local store to view labels on various foods, etc.	First Pictures (S1-2)
Answers and ask questions about simple stories.	Have a question and answer time after a story is told by teacher, or heard on a record.	
Places pictures in a particular picture.	Cut out a comic strip into sections and have students place in proper sequence. Use commercial sequence pictures.	Scene Sequence Cards (S1-4) Picture Sequence Cards (S1-2) Photographic Sequence (S3-4) Serial Sequencing Cards (S1-4)
Tells events in logical sequence.	Read a story and have students tell the order in which things or events occurred. Prepare listening tapes with events in sequence; make corresponding worksheets with questions based on the tapes.	Sequential Thinking - Concept Cards (S1-4) Set 1, 2, 3 Story Sequence (S1-2-3) Independent - Living Sequential Cards (S3-4)
Demonstrates ability to handle a book correctly.	Demonstrate how to turn pages carefully and hold a book properly.	Consumer Sequential Cards (S3-4)

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Follows in books from front to back, from left hand page to right hand page.	When reading books to students point out the direction in which the print is read.	
Follows usual text progression from left to right, and from top to bottom.	Prepare a set of pictures in which direction is clearly indicated. Direct students to find something in the picture that is at the top, at the bottom, going from left to right.	Favorite Nursery Rhymes (S1-2)
Reads labels on familiar objects, e.g. cereal box.	Take field trip to local store.	The Learning Skills Series: Language Arts (C2-4)
States main idea of a simple story read by the teacher.		
Uses picture clues to answer questions about stories read orally.		
Sees a picture and tells its story.	Ask questions: - "What is happening?" - "What has happened?" - "What do you think will happen next?" - "Have you ever seen anything like this happen?" - "Why is this person doing this?" - "What does the picture tell you?".	Create a Story (S1-2) Self-Told Takes (S1-4) What's Happening (S3-4)

READING

B. Comprehension Development

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Sees a sequence of pictures and tells the story.		Scene Sequence Cards (S1-4) Create a Story (S1-2) Photographic Sequences (S3-4)
Tells main ideas, names of characters and major details from stories read by the teacher.		A Nelephant Named Godfrey (S1-2-3)
Demonstrates increased sight vocabulary through using configuration clues and context clues.	Draw box shape to fit shape of word. Have student look to see if there are other words with the same shape. Example: look. When a student sees a new word which he does not recognize, encourage him to read the entire sentence and then come back to the word. Introduce the new words in sentences that give the meaning of the words.	Word Configuration (S-3) We Study Word Shapes (S2-4)
Reads easy book independently.	Set up classroom library (low vocabulary - high interest). Take field trip to library.	MacDonald Starters (S1-4) Pacemaker Vocational Readers (S1-4) Funtime Books (S1-4)
Follows printed directions correctly to complete an assignment.	Make a chart on common directions with examples: - underline - circle - fill in the blank - make a box around - draw - color. Have students follow a recipe.	Following Directions (S2-4) The Learning Skills Series: Language Arts (C2-4) Funtime Books (S1-4) Basic Skills in Following Directions (S3-4)

READING

B. Comprehension Development

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
States main ideas, names of characters and major details from stories read orally or silently.		Comprehension: Main Ideas (S2-4) Developing Comprehension in Reading (S2-4) Pacemaker Vocational Readers - (S1-4) Schoolhouse: Comprehension (C2-4) Pattern
Reads for specific information.	Make a list of questions with the five "w's" in mind. Have student make model car or airplane by following instructions.	Reading a Newspaper, Reading Schedules (S3-4) Janus
Relates situations encountered in reading to personal experiences through discussion.		Real Experiences - Language in Everyday Use - Book 1 & 2 (S3-4)
Uses table of contents, page number, and titles.	Use table of contents of the book the students are using as the basis for questions, e.g. "On which page do you find the story about ...?".	
Uses other library facilities both in the school library and public library, e.g. card catalogues.	Take field trip to a library. Show three different sections of card catalogues: Author - Title - Subject. Use resource person (librarian).	
Does work-type material independently.		

READING

B. Comprehension Development

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Tells anticipated ending of stories and/or infers action. Formulates a question about material read.	Have students read paragraphs and underline the phrase or word that finishes it.	What's Happening (S3-4) Inferential Thinking (S1-2) Levels K-1. Reading Skills. Drawing Conclusions (S1-4) Why - Because (S1-4)
Reads a simple map and answers questions correctly.	Draw a simple map of the school layout. Take students for a walk around the school. Then have students answer questions about the map of the school.	Search and Research - Set B (S1-4) The Learning Skills Series: Language Arts (C2-4) How to Read A Map (S3-4)
Reads a simple chart and answers questions correctly.	Use television guide. Have students locate a program that he would like to see and tell what time it is on and on what channel they would see it.	Getting Around Cities and Towns (S3-4) Janus
Demonstrates ability to dramatize stories read.	Use puppets to dramatize actions in the stories.	Reading for Survival (S3-4) The Learning Skills Series (C2-4)
Illustrates stories read.	Have student draw pictures about stories that have been read.	
Uses different kinds of reading materials: those for pleasure and those for information.	Provide pleasure and reference reading materials in the class: - newspapers - children's magazines (Jack & Jill, Humpty Dumpty) - encyclopedias and dictionaries - maps and atlases - high interest and low vocabulary books.	Forms in Your Life (S3-4) Kids Like Us (S3-4) Finding a Good Used Car (S3-4) Janus, Survival Reading Task Cards (~~S3-4~~) Reading for Survival (S3-4) Using the Want Ads (S3-4) Janus

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Finds main idea in a story or paragraph.	Duplicate paragraphs. Have students either find or draw pictures to illustrate them. Have pictures pasted on cards which the students can use for this activity. Have student summarize the paragraph he has read by choosing a suitable picture.	Main Ideas and Details - Levels - K-1 (S1-2) Working With Facts and Details (S2-4) A Nelephant Named Godfrey (S1-2-3)
Organizes events in proper sequence.	Cut story into paragraphs. Paste the paragraphs on cardboard and code so that the students may correct their work with a key. Have students read the paragraphs and place them in proper sequence.	Organizing Information (S2-4) Serial Sequencing Cards (S1-4)
Predicts outcomes from material read.	Paste short stories on cardboard sheets. Place conclusions of these stories on another card. Have students read the stories and the conclusions and then match the stories with the endings.	Increasing Comprehension (S2-4)
Uses the index to find specific information.	List words from the reader's index on the chalkboard. Have students find each word in the index and write the number of the page on which information about each subject is found.	Using References (S3-4)
Skims to locate specific information.	Have student reread a story to answer specific questions.	Increasing Comprehension (S3-4) Working With Facts and Details (S2-4)

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Extends ability to use printed material for information: - finds specific information - interprets descriptive words and phrases - selects facts to remember - selects facts to support main idea - uses study guides, charts, outlines - uses classified ads and yellow pages.	Have students look in reference books for the answers to questions written on the board or given them in duplicated form. Give students a list of the different cities to visit on an imaginary trip. Have students find information about topics in the outline given below: - things to see - things to do - places to stay - distance from home - means of travel, cost, time, etc. - foods to eat.	Search and Research - Set A (S1-4) Working With Facts and Details (S3-4) Learning Skills Series (C2-4) My Job Application File (S3-4) Janus Janus Job Interview Guide (S3-4) Janus Job Planner (S3-4)
Identifies the author's purpose.	After reading a selection, have student determine whether the author is writing to entertain or inform, and tell what message the author is giving.	Increasing Comprehension (S2-4)
Locates: title, author, title page, illustrations, publisher, year, index.	Have students locate title, author's name, illustrator, publisher and year on cover or title page.	Library Skills for Primary Grades (S2-4)
Uses reference materials to answer questions: - encyclopedia - atlas and maps - magazines and newspapers - occupational information and pamphlets.	Ask questions similar to the example given below: e.g. "Where in the encyclopedia would you find information about wild horses?" Give the volume and page number.	Search and Research - Set B (S1-4) Uses References (S3-4) The Learning Skills Series (C2-4) Basic Skills on the Job (S-3)

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
	Utilize the national weather forecast which appears daily in newspapers: - ask students to tell season and give reasons - locate all cities within certain temperature range.	Using the Want Ads (S3-4) Janus People Working Today Series (S3-4) Janus
Interprets line graphs to answer questions.	Give students a list of mimeographed questions which ask about line graph information. Have students locate information and answer.	
Interprets bar graphs to answer questions.	Make a simple bar graph about: e.g., number of boys and girls in each grade in the school, outside temperature on each day of the week. Have students answer questions orally or in written form.	Basic Skills for Everyone (S3-4)

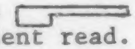
VOCABULARY DEVELOPMENT
A. Word Recognition

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
		Codes C - Core Materials S - Suplementary Materials Level 1 Level 2 Level 3 Level 4
The student:		
Demonstrates interest in words and symbols. Recognizes own name in print.	When the students are lining up print their names in groups of five on the blackboard. Read aloud each name as it is printed. Direct the class to line up in the same order as the names appear on the board. Then ask each student to point to his name in the list and read it.	
Names upper case letters. Names lower case letters.	Place letter cards on the seats of chairs arranged in a large circle. Have students march around the chairs in time to music until the music stops. Have student name the letter on the seat of the chair next to where he stopped.	Kinesthetic Alphabet (S1-3) Touch Type - Set 1 (S1-3)
Matches upper case and lower case letters.	Provide the student with the upper and lower case forms of each letter. Ask the student to sort the letters out, matching each lower case letter with its upper case mate.	Match Upper and Lower Case Letter (S1-3) Kinesthetic Alphabet (S1-3)
Matches words with both upper and lower case letters at beginning.		

VOCABULARY DEVELOPMENT
A. Word Recognition

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Places letters of the alphabet in sequential order.	Play alphabet hopscotch. Make hopscotch figure with the letters of the alphabet printed in the squares. Have the student say the name of the letter as he hops into the square, hopping in correct sequence. If the student misses, have him write his name in that square and wait his turn.	Kinesthetic Alpabet (S1-3) Serial Sequencing Cards (S1-4)
Reads various context words found in preprimers, and primers.		Structural Reading (S1-4)
Reads 220 Dolch Basic Sight Words.		The Dolch Basic Reading Series (S1-4) Group Size Popper Words (S1-4)
Reads: function words direction words action words career words color words metric words curriculum words number words (see Appendix).	Make cards with the color on one side and the name on the other. Cut shoe laces in two and half a shoe lace is connected to each color. Punch a hole beside the color name. Have student connect the color and its name with the shoe lace. Use similar activities for the other words.	Learning Basic Skills Through Music (S1-4) I Can Make It On My Own (S3-4) Sight Words for the Seventies (C1-4) Survival Signs (S1-4) Training for Independence Recognition of Functional Words (S1-4) Clothing Language, Drugstore Language, Entertainment Language, Job Application Language, Restaurant Language, Supermarket Language (S3-4) Janus

VOCABULARY DEVELOPMENT
A. Word Recognition

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies and reads new words using context clues.	Read a short sentence, a phrase, or a word to the students. Display the word or words. Show two pictures. Ask students to choose the correct picture for the word or phrase.	Vocabulary Building Exercises for the Young Adult (S3-4)
Identifies and reads new words using configuration clues.	Write sentences on the blackboard leaving a blank for the new word. Draw the shape of the word in the blank, e.g. Mary baked the cake in a . Have student read. Make rhyming crosswords.	Instructional Aid Kits - Riddle, Riddle, Rhyme Time (S1-3) Learning Center - Poetry Potpourri (S2-4)
Uses language rhymes: poetry, songs.		

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Listens to and acts out a one-step oral direction.		Spatial Relationship Concept Cards (S1-4)
Listens to and acts out a two-step oral direction.		
Expresses a need, a want or a desire to teacher and peers.		
Identifies items which represent simple classification such as: animals, fruits, toys, vegetables, clothing.	Make chart of words. Have students cross out the words that do not belong to the stated category.	Words to Use - A Primary Thesaurus (S1-4) Classification of Objects - Concept Cards (S1-3) Classification - Set 1 (S1-3)
Demonstrates understanding of place words, quantitative words, descriptive words.	Write a number on the blackboard. Have the student draw a number of objects that the number indicates.	Learning Basic Skills Through Music (S1-2) Spacial Relationship - Concept Cards (S1-4)
Recognizes that printed words represent spoken words.		
Recognizes and uses a picture dictionary.	Have students make their own picture dictionary from familiar sight words.	Search and Research Set A (S1-4) The Courtis-Watters Illustrated Golden Dictionary (S3-4) How to Use The Dictionary (S3-4)
Uses a dictionary to locate a specific word.		
States the meaning of basic words common to reading experiences at preprimer, primer and grade one level.		Structural Reading (S1-3)

VOCABULARY DEVELOPMENT

B. Word Meaning

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
States multiple meanings of words, e.g. race.	Make posters showing the various meanings.	Homograph Poster Cards (S1-3) Verbs, Verbs, Verbs (S1-3)
States a synonym for the word presented, e.g. happy - glad.		In Other Words (S1-3) Listening Skills Program - Earpower, Unit II (C3-4)
States the opposite for the word presented, e.g. happy - sad.	Read sentences where one of the words is underlined. Have student state a word that means the opposite.	Opposite - Concept Cards (S1-4) Press and Check Bingo Games - Homonyms, Synonyms & Antonyms (S2-4) Phonics Workbook - Book B, C, D (C2-4)
States different meanings for homonyms, e.g. bear, bare.		
States meaning of and uses in context: function words direction words action words career words color words metric words curriculum words (see Appendix).	Have student color and label pictures of parents and school personnel. Have student follow directions using directional or size words. Have student identify colors in clothing of children.	Learning Basic Skills Through Music (S1-2) Metrics for Beginners (S1-4) Instructo Curriculum Materials Survival Signs (S1-4) The Touch Type - Set 2 (S1-4) Sight Words for the Seventies (C1-4) Road Signs of the Times (S1-4)
States meaning of words from context.		Listening Skills Program - Earpower, Unit II (C3-4) Crossword Puzzles - Starter Book 1 & 2 (S1-4)
Uses new words in sentences to show meaning.		
Applies punctuation in reading.	Discuss the use of punctuation.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The Student:		
Defines words read in context.		
Associates words and feelings.	Have student illustrate feelings by pictures.	Understanding Our Feelings Study Prints (S1-3)
Uses formal and informal language.	Develop and extend vocabulary by free group discussion. Have science exhibits etc., in the classroom and discuss with the students. Have student identify self giving full name, address and phone number. Dramatize courteous behavior in answering the door.	See How You Feel (S1-3)

PRE-SPELLING

A. Language and Thinking Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
		Codes C - Core Materials S - Supplementary Material Level 1 Level 2 Level 3 Level 4
The student:		
Expresses self spontaneously giving name, age, address, school's name, teacher's name, classmates' names and date.	Play game in which student must remember his name, age, address, e.g. pretend student is lost and must give information to policeman or block parent.	Peabody Language Kits Levels P 1-2 (C 1-2)
Pronounces words correctly.	Have student pronounce words after hearing a model on Language Master Cards.	Basic set of Word Making Cards (S1-4) Developmental Syntax Program (C 1-4) Learning Concepts
Demonstrates enjoyment while listening to stories and rhymes.	Establish a listening centre. Schedule a specific listening time during each day for students.	Record Books (S1-4) Tell Again Story Cards (S1-2)
Discusses trips, films, experiments, displays and pictures.	Have students discuss field trips, films and pictures; ask questions such as: - "What happened?" - "Have you ever seen anything like this before?" - "Why is this person doing this?" - "What does the picture tell you?"	Instructo Study Prints (S1-4)

PRE-SPELLING
A. Language and Thinking Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Relates experiences and retells stories in proper sequence.	Read stories and have students retell in sequential order.	Open-Ended Sequence Cards (S2-4) Sequence Picture Cards - Level 1: Sets 1-2-3 (S1-2) Level 2: Sets 1-2-3 (S3-4)
Describes and classifies objects, pictures, animals and people.	Have students play the game, "Animal, vegetable or mineral". Make a bulletin board display.	Peabody Language Kits (C1-3) Classification by Use (S1-3) Categories Varied (S1-3)
Participates in puppetry and dramatizations.	Have students put on simple puppet dramatizations with role-playing involving introductions and telephone conversations.	Peabody Language Kits (C1-3) Book - Create a Story Series (S1-2)
Participates in group dictation in the development of "language experience" charts.	Have students begin with meaningful phrases and sentences about field trips taken, films viewed and pictures viewed.	Tell Again Story Cards (S1-3)
Demonstrates knowledge of the relationship between oral and written expression when the teacher records stories, plans, news items and other events.	Chart stories about current events, plans for field trips, stories that have been read, etc.	Tell-A-Tale Cards Set 1 and Set 2 (S1-2-3-4)

PRE-SPELLING

B. Perceptual Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Auditory The student:		
Identifies rhyming words, e.g. stay, day.	Have student point to a rhyming word on a picture chart when the teacher says it.	Auditory Discrimination Game Set 1 (S1-3) Rhyming Kittens (S1-2)
Identifies and says words that rhyme when given in a series of three words.	Have student identify which two words rhyme when given a series of three.	Peabody Language Kit Level 1 (C1-2) Phonics Workbook, Books A & B (C1-2-3)
Recognizes words that begin alike, e.g. cat, candy.	Identify a student and say a word to which he must respond with a word beginning with the same sound. If he answers correctly, toss a ball to him and have him select someone else to challange.	Auditory Discrimination Set 2 (S1-3)
Identifies beginning consonants when words are presented orally.	Make a grid on the floor containing consonants to be studies. Have student jump in or throw a beanbag on the square containing the consonant which begins the word stated by the teacher.	Consonant Sounds Program (S1-4) Schoolhouse (C1-4) Go Fish Series - Series 1 (S1-3)
Identifies the number of syllables in the spoken word.	Have students clap their hands - one clap for each syllable in the word.	New Phonics We Use - Book C & D (C1-3)
Recognizes differences in words (bad, bed) when stated.	Have student point to prepared chart pictures when teacher pronounces words that have minimal differences.	Group Sounding Game Set A (S2-4)
Discriminates beginning, ending and medial sounds e.g. pig, trap, grapes.	Have the first student say a word; then the next student says a word that begins with the last letter of that word and so on.	Basic Set of Word-Making Cards (S1-3) Take (S1-3)

PRE-SPELLING
B. Perceptual Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Related sounds to symbols.	Make a target in which beginning sounds are printed in the squares or circles. Have student throw a rubber dart and pronounce the beginning sound that he hits.	
Substitutes beginning sounds to form new words (pan, ran, van, tan).	Make word wheels.	Word Family Fun (S1-2)
2. Visual		
The student:		
Matches letters.	Have student pick out letters which are identical from a box of felt or plastic letter shapes.	
Matches or groups words that begin alike.	Make flash cards with words that begin alike. Have student match cards with words that have the same beginning sound.	
Recognizes that words are made up of letters in a left-to-right sequence.	Have student make up words with felt letters on felt board, making sure that a left-to-right sequence is used by the student.	
Identifies some of the most frequently used words on lists and charts.	Label objects in classroom to promote visual association of words with objects.	Sight Words for the Seventies (S1-4) Dolch Word Lists The Essential Spelling List (S1-4) Spill and Spell (S1-4)

PRE-SPELLING
C. Visual Motor Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Names and prints the letters of the alphabet correctly.	See Handwriting section.	
Copies words correctly.		
Prints own name and a few simple words from memory.		

SPELLING
A. Phonetic Analysis

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
		Codes C - Core Material S - Supplementary Material Level 1 Level 2 Level 3 Level 4
1. Consonant Sounds The student: Says and writes key consonants: b, c, d, f, g, h, j, k, l, m, p, r, s, t, v, w, y, z.	Display several pictures that start with the letter being taught. Have the names printed above the pictures. Discuss the pictures and words. Elicit the response that the particular letter can represent a sound. Have students suggest other words that begin with the letter. Encourage students to look through books and magazines for pictures or words beginning with the letter. As students become more proficient at recognizing the initial position, have them go on to words that have the letters in the medial and final positions.	New Phonics We Use - Readiness Book A (C1-2) Phonics Workbook Series - Level A (C1-2) Schoolhouse - Word Attack Skills Kit (C1-4) Phonics is Fun - Level 1 (C1-2) Check and Double Check Readiness, Level 1 (C1-2) Auto Phonics - Phonetic Alphabet Autophonics (C1-4) Beginning to Read, Write and Listen (S1-2) Auditory Discrimination Game - Set 2 & 3 (S1-3) Instructional Aid Kit - Time for Sounds - Initial Consonants (S1-2) Basic Set of Word Making Cards (S1-4)

SPELLING
A. Phonetic Analysis

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Writes words that follow the CVC pattern (consonant vowel - consonant), e.g. can, dog.	Have students say, point, read and write the words.	The Essential Spelling List (S1-4) Spill and Spell (S1-4) Consonant Vowel Blend Matching Cards (S1-2) Build It-Decks 1-4 (S1-4)
Says sound for two letter blends - bl, pl, sl, fl, gl, cl, br, tr, gr, dr, fr, cr, sn, sp.	Construct chart illustrating blend words. Have students match pictures to blends, then use blends in sentences.	*New Phonics We Use - Book A, B, C (C1-3) *Phonics Workbook Series - Book ± & B (C1-3) *Schoolhouse - Word Attack Skills Kit (C1-4) *Phonics is Fun - Level 1 & 2 (C1-3) *Check and Double Check - Level 1 & 2 (C1-3) Auto Phonics - All About Consonants (C1-4) *Instructional Aid Packs - Digraphs and Final Blends (S1-4) Phonic Picture Crosswords (S1-4)
Points to pictures that represent two letter blends.		
Reads words that have two letter blends.		
Writes words that have two letter blends when words are said aloud.		
Says sound for three letter blends: spr, str, thr, spl.		
Points to pictures that represent three letter blends.		
Reads words that have three letter blends.	On the board write several consonant blends or digraphs. Write one phonogram on the board: act, op, ow, unk. Have students form as many words as they can by uniting consonant blends or digraphs with the phonogram.	*Refer to Materials above. Listening Skills Program - Easy Ears - Unit 1 (S1-3)
Writes words that have three letter blends when words are said aloud.		
Says sounds for digraphs: sh, ch, ng, nk, wh, th (voiced and unvoiced).		

SPELLING

A. Phonetic Analysis

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Points to pictures that represent digraphs: sh, ch, ng, nk, wh, th (voiced and unvoiced).		
Reads words that have these digraphs.		
Writes words that have these digraphs when words are said aloud.		
Identifies and says words containing variants: x, ck, c, k, s.	Have student make a list with the variants and the words.	*New Phonics We us- Book C & D (C1-3) *Schoolhouse Word Attack Skills Kit (C1-4) *Phonic Workbook - Level B & C (C1-3) *Phonics is Fun - Level 2 & 3 (C1-3) *Check and Double Check - Level 4 (C3-4) *Auto Phonics - Game 4(C1-4)
Writes words containing variants: x, ck, c, k, s when words are said aloud.		
Identifies and says words that have a silent l.		
Writes words that have a silent l when words are said aloud.		
Identifies and says words that contain silent: gh, t, w, b, k.	Draw pictures of words containing the digraph gh. Have students write the words under the picture.	*Refer to materials above.
Writes words that contain silent: gh, t, w, b, k, when words are said aloud.	List words that contain the digraph gh. Have students circle the digraph in the word.	
Says sound for digraph gh (f sound - e.g. laugh).		
Points to pictures that represent digraph gh.		
Reads words that have digraph gh.		

SPELLING
A. Phonetic Analysis

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Writes words that have digraph gh when words are said aloud.		
Identifies and says words that contain hard and soft c and g. Writes words that contain hard and soft c and g when words are said aloud.	Have two columns on the board labelled hard and soft. Have students place words or pictures in appropriate columns.	Listening Skills Program - Easy Ears - Unit 1 (S1-3). Phonics Workbook - Level D (C3-4). Check and Double Check - Level 2 (2-4).
Identifies and says words that contain the ph spelling of f. Writes words that contain the ph spelling of f.	Make a list of these words.	Phonics Workbook - Level D (C3-4).
Identifies and says words that contain the ch spelling of k. Writes words that contain the ch spelling of k.		Phonics Workbook - Level D (C3-4).
Identifies and says words that contain the g spelling of g and j sound, e.g. frog, bridge. Writes words that contain the g spelling of g and j sound.	Explain rule for when g has the "j sound". Give students a list of words. Have them categorize them according to whether the g has g sound or j sound.	Check and Double Check - Level 2 (C2-4).
Identifies and says words that contain silent w. Writes words that contain silent w.	Write sentences that contain words that have silent letters. Have students find the words that contain the silent letter and have them cross out the silent letter.	Auto Phonics - Game 4 (C1-4). Phonics Workbooks - Level D (C3-4)

SPELLING
A. Phonetic Analysis

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies and says words that contain the silent t.	Write words with the silent letter missing. Have students put in the missing silent letter.	Check and Double Check - Level 4 (C3-4).
Writes words that contain silent t.		
Identifies and says words that contain silent s.		
Writes words that contain silent s.		
2. Vowel Sounds		
The student:		
Says and writes short vowels: a, e, i, o, u.	Have students: - list pictures and words under correct vowel sound - make word wheels that use these sounds - use language master cards to drill sounds.	Phonic Workbook - Level A & B (C1-2). New Phonics We Use - Book A & B (C1-2). Schoolhouse - Word Attack Skills Kit (C1-4). Phonics is Fun - Level (C1-2). Auto Phonics - Vowel Review (C1-3). Consonant Vowel Blend Matching Cards (S1-3). Spill and Spell (S1-4). The Essential Spelling List (S1-4). Check and Double Check - Level 1 (C1-3).
Writes and says one syllable words in the consonant - vowel - consonant pattern having the same medial vowel when words are said aloud.		
Says and writes the short vowel when words are said aloud (initial and medial).		

SPELLING

A. Phonetic Analysis

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Says and writes long vowel words with a single long vowel when words are said aloud.	Play card game (like gin rummy) using long vowel pictures or words.	Phonic Picture Crosswords 1 (S1-4).
Says and writes long vowel words with two vowels together when words are said aloud.		
Says and writes long vowel words with a final e when words are said aloud.		
Says sound for diphthongs: oy, ow, ou, oi.	Have student arrange pictures under appropriate column and write the name of the pictures.	Auto Phonics - Vowel Digraphs and Diphthongs (C1-4).
Points to pictures that represent the diphthongs.		
Reads words that have these diphthongs.		
Writes words that have these diphthongs when they are said aloud.		
Says sound for digraphs: ay, oo, ee, ea, aw.	Have students go on digraph hunt in the classroom and write down the words.	Auto Phonics - Vowel Digraphs and Diphthongs (C1-4). Phonics Crosswords 1 (S3-4). Learning Development Aids. Phonic Picture Crosswords 1 (S1-4). Vowel - Digraphs and Diphthongs (S1-4). Check and Double Check - Level 2 & 3 (C2-4).
Points to pictures that represent the digraphs.		
Reads words that have these digraphs.		
Writes words that have these digraphs when they are said aloud.		

SPELLING
A. Phonetic Analysis

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Says vowel sounds controlled by r: er, ar, ir, or, ur.	Draw pictures of words representing sounds controlled by r. Have students say the name of each picture. Then have students write the name of the picture.	New Phonics We Use - Book C & D (C1-4). Vowel - 4 - Blends (S1-4). Phonics Workbooks - Level C & D (C2-4).
Points to pictures that represent r controlled vowels.		
Reads words that have r controlled vowels.		
Writes words that contain vowels controlled by r when they are said aloud.		
Says and writes words that contain final y when words are said aloud.		
Says and writes words that have unconventional spellings: - single vowel (told, from) - silent e (give, have) - two vowels (said, bread, canoe, does) when words are said aloud.	Have student record these words in his own dictionary.	New Phonics We Use - Book D, E, F, G (C3-4). The Essential Spelling List (S3-4).
Says and writes words containing the digraphs ui, ai, au, oa, when words are said aloud.	List words that contain the digraph. Have student circle the digraph in the word. Draw pictures. Have students put the digraph under the pictures where they hear the sound.	*New Phonics We Use - Book D, E, F, G (C3-4). Phonics Workbooks - Level C & D (C3-4). Phonics is Fun - Book 3 (C3-4). Remedial Reading Drills (S3-4).
Says and writes words that contain the variant "le", when words are said aloud.		*Refer to materials above.

SPELLING

A. Phonetic Analysis

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Says and writes words that contain the al sound, e.g. chalk, when words are said aloud.		
Says and writes words that contain the le sound, e.g. castle, when words are said aloud.	Have students blend two-syllable words resulting from the addition of a consonant plus le to familiar patterns, e.g. bot tle, stum ble.	
Says and writes words that contain the ei sound, e.g. weigh, when words are said aloud.		
Says and writes words that contain the ie sounds, e.g. field, when words are said aloud.		
Says and writes words that contain the el sound, e.g. model, when words are said aloud.		
Says and writes words that contain the al sound, e.g. central, when words are said aloud.		

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Prefixes and Suffixes The student:		
Says and writes words that contain the prefixes: re, un, dis, in, de, when words are said aloud. Says and writes words that contain the prefixes: ex, pro, con, com, pre, im, when words are said aloud. Says and writes words that contain the suffixes: bi, tri, when words are said aloud.	Have student make new words by adding a prefix to root words, then use these words in sentences. List words containing prefixes. Have students write the root words. Have students complete sentences using words that contain prefixes.	Phonics Workbooks - Levels B & D (C2-4). *Schoolhouse Word Attack Skills Kit (C2-4). Instructional Aid Packs - Prefixes (S2-4). Press and Check Bingo - Prefixes and Suffixes (S2-4).
Says and writes words that contain the suffixes: er, est, ing, when words are said aloud. Says and writes words that require a doubling of the final consonant before adding the suffix, e.g. hopped, hopping, when words are said aloud.	Have student write a story using the suffixes so that the script makes sense.	*Refer to above materials. Instructional Aid Packs - Suffixes (S2-4).
Says and writes words that require silent e to be dropped before adding suffix, e.g. coming, when words are said aloud.	Explain generalization for dropping silent e. Have students add endings to root words containing silent e.	Phonics Workbooks - Level D (C3-4).
Says and writes words containing the suffixes: ly, en, ful, y, when words are said aloud.	Have students match the root word with the word containing the suffix.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Says and writes number suffixes, e.g. sixty, fourteen, when words are said aloud.		
Says and writes words containing suffixes: ness, less, tion, when words are sail aloud.	Have student do exercises where appropriate suffix endings are written.	
Says and writes words containing suffixes: ment, ty, let, ite, ship, when words are said aloud.	Have students add appropriate suffix to root word to make sentences make sense.	
Says and writes words containing suffixes ian, e.g. musician.		
2. Verb Forms		
The student:		
Says and writes words in third person singular adding s or es, e.g. he runs.		Verbs, Verbs, Verbs (S1-3). Building Sentences Step by Step (S1-3). Schoolhouse - Word Attack Skills Kit (C2-4).
Says and writes words that require changing y to i before es and ed, e.g. flies.	Lead students to make their own statement regarding the generalization that many words which end in y, form the plural by changing the y to i and adding es.	

SPELLING

B. Structural Analysis

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
3. Plurals and Possessives		
The student:		
Says and writes words in plural form, e.g. s and es.	Have student list words and use in sentences. Have student choose the correct form of word to complete sentences.	Singulars and Plurals - Sets 1 & 2 (S1-2). Phonics Workbooks - Level D (C2-4). New Phonics We Use - Book C & D (C2-4). Schoolhouse Word Attack Skills Kit (C2-4). Caveman Plurals Centre (S3-4).
Says and writes words using possessive forms, e.g. yours, sister's.	Write sentences that contain possessives. Ask question "Whom did it belong to?" "Whose coat is this?"	
Says and writes words in plural form where y is changed to i before es.	Have student read the sentence and illustrate.	
Says and writes words ending in x, ss, ch, in plural form by adding es.	Write sentences that contain plurals. Have student underline each word that means more than one and write its root word.	
Says and writes words that change f to v before adding es.	Have student complete sentences using the plural form of words that change f to v.	
Says and writes possessives in the singular and plural form (nouns and pronouns).	Have student make a mobile.	
4. Contractions and Abbreviations		
The student:		
Says and writes contractions with one letter omissions, e.g. isn't.	Have student substitute the appropriate contractions for the underlined words in a paragraph.	Press and Check Bingo - Abbreviations and Contractions (S2-4). New Phonics We Use - Book C & D (C1-3).

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Says and writes contractions with more than one letter omissions, e.g. I'll.	Print cards with contractions and the words for which they stand. Have student match them.	
Writes abbreviations for days, holidays, months and proper names.	Discuss holidays and draw pictures depicting them. Have student label using both proper names and contractions; list family members and names.	Refer to Functional Reading Word List (see Appendix).
Writes abbreviations for measures, titles and directions.	Have student label pictures accordingly.	
5. Compounds		
The student:		
Says and writes compound words.	Provide pictures that represent compound words; have student label them.	New Phonics We Use - Book C & D (C1-3). Special Kids Stuff (S2-3). Instructional Aid Pack - Compounds (S2-4).
6. Syllabication		
The student:		
Says and writes two syllable words, e.g. yellow, going.	Have a "Syllable Hunt": Have student find all the two syllable words in their spelling list.	New Phonics We Use - Book D & E (C3-4). Phonics Workbooks - Level D (C3-4). Sight Words for the Seventies (S1-4). IMED Crossword Puzzles (S1-4). Spill and Spell (S1-4). The Essential Spelling List (S1-4).
Says and writes words that are frequently encountered in reading and spelling and cannot be taught phonetically, e.g. sight words - said, the	Have students construct individual word files.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Says and writes three and four syllable words.	Make chart with column headings 3 and 4. Have students categorize words in proper columns.	
7. Location of Words		
The student:		
Uses picture dictionaries for locating correct spelling of words.	Have students make picture dictionaries for their spelling words.	Primary Picture Dictionary (S1-2).
Says and writes words from basic vocabulary list (see Appendix).		
Alphabetizes to three letters.		
Says and writes words from current activities, e.g. speaking and reading vocabulary in various subjects.	Make charts of these words and have students use them in sentences.	
Alphabetizes to four letters.		
8. Extensions		
The student:		
Says and writes homonyms (to, too, two), antonyms (last, first) and synonyms (good, nice).	Make worksheets that have a picture and corresponding homonym words; have student circle the correct word and use it in a sentence. Set up a bulletin board, depicting the words.	Listening Skills Program - Earpower (S3-4). Press and Check Bingo - Homonyms (S2-4). Press and Check Bingo - Synonyms and Antonyms (S2-4). Special Kids Stuff (S1-3). Opposites (S1-2). Phonics Workbooks - Level C & D (C2-4).

HANDWRITING
A. Readiness Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
		Codes C - Core Material S - Supplementary Material. Level 1 Level 2 Level 3 Level 4
The student:		
Points to the correct location when given directional words: top, bottom and middle.	Have student put pegs on boards at top, bottom or middle as directed. Have student point out examples of top to bottom on board, bookcase, etc.	Ju-bo Tactilmat Pegboards (S1-2)
Names objects in a left-to-right pattern when shown a series of objects.	Have student put pegs in left-to-right pattern on peg board. Have students run their fingers along from left to right under a line of poetry or labels of pictures. Have student follow the teacher's finger movements from left to right.	
Recalls a series of pictures in a left-to-right sequence when pictures are shown and then removed.		Visual Memory Cards II Objects (S1-2)
Discriminates symbols by size relationship when shown symbols of various size and asked to point to the tall, medium size or small symbol.	Use memory games where students look at objects and then describe which object is missing.	

HANDWRITING
A. Readiness Skills

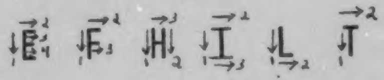
OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Holds a writing instrument in correct position when a demonstration is given.	Note: For left-handed student: pencil should be held lightly between thumb and index finger and rests on the middle finger approximately 2.5 cm. from point or 4 cm.	
Draws a horizontal line when given directions and a model.	Have students make horizontal and vertical lines in finger paint, sand box or in modelling clay.	
Draws a vertical line when given directions and a model.		
Draws a backward circle (left) when given directions and a model.	Have students make basic circle strokes on unlined newsprint to the chant of a simple rhyme.	Dubnoff School Program 1 - Level 1-2-3 (C1-2) Perceptual Enhancement Workbooks - Eye-Motor Coordination - Spacial Relations (S1-2) Name Writing (S-1)
Draws parts of a circle (curve line) when given directions and a model.	Have students make basic circle strokes on unlined newsprint to the chant of a simple rhyme.	
Draws a forward circle (right) when given directions and a model.		
Draws slant lines when given directions and a model.	Have student practise slant lines on a chalkboard or trace over stencil of a slant line.	

HANDWRITING
A. Readiness Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Visually discriminates basic strokes within a letter form, when requested.		Pre-Handwriting Strokes Duplicating Book (S-1)
Discriminates likenesses and differences in letter forms, e.g. m-n, b-d.	Have student trace over shapes with fingers on sandpaper.	
Identifies his dominant hand.		

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Uses correct body position, paper placement, arm and hand position, and pencil position.	Have student sit well back in seat, both feet on the floor, eyes a reasonable distance from the paper. Have student place paper straight up-and-down for the right-handed pupil and slanted to the right for a left-handed pupil, while free arm rests on the desk on the paper.	
Writes the straight line letters l, i, t when shown models.	Ask student to make straight line letters between 2 given dots with crayons.	Self-Adhesive Desk Tapes (S1-2). - Desk Tape Manuscript Letter Line. Kinesthetic Trace-the-Letter Cards - Capital and Lowercase (S1-2) Dubnoff Write-On Cards - Set 4 (S1-2). Alphabet Stencils (S1-2). Flocked Alphabet Wall Cards (Manuscript) (S1-2). Sequential Development Alphabet Cards (S1-2).
Writes the straight line letters l, i, t when the letters are given orally.	Give practice in associating a picture when writing one of the letters in the alphabet. For example "l" has the sound that begins lion, leaf, lips.	
Writes the circle letters o, c, a, e when shown models.	Help student visualize distinctive qualities of circle letters and help him feel motions for it.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Writes the circle letters o, c, a, e when the letter names are given orally.		
Writes the curve line letters r, m, n, u, s when shown models.	Have students begin the initial strokes of letters u, r, m and n at a 10:00 position. Begin initial stroke for s at a 2:00 position.	
Writes the curve line letters r, m, n, u, s when the letter names are given orally.		
Writes the tall letters d, f, h, b when shown models.	If reversals of 'b' and 'd' occur isolate these letters for special attention. Have student write from a copy at his own desk rather than from memory.	
Writes the slant line letters v, w, k, z when shown models.	Have student practise diagonal lines between two given dots with crayons. Arrange pegs in a diagonal direction on a peg board.	Manuscript Letters and Numerals Duplicating Masters (C1-2). Hancy Alphabet (Capital Manuscript) (S1-2). Learning to Form Letters Spirit Duplicating Masters Book (S1-2). Writing Is Fun Workbook (Manuscript) (S1-2).
Writes slant line letters v, w, k, x, z when the letter names are given orally.		
Writes the descender letters g, y, j, p, q when shown models.	Have student check spatial organization of descending stroke.	
Writes the descender letters g, y, j, p, q when the letter names are given orally.		Handwriting Book 1 Handwriting Book 2 (S1-2).

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Writes the upper case letters A to Z when shown models.	Teach in letter groupings according to shape and stroke of letter, e.g. vertical - horizontal.	
Writes the upper case letters A to Z when the letter names are given orally.		
Maintains correct alignment in writing words by having letters of same size equal in height.	Emphasize regular beginning and ending strokes. All letters must sit on the base line.	
Writes words that have minimum, intermediate and tall letters and writes those letters in correct proportion to one another.	Isolate problem letters and have student practise these letters alone and in words.	
Writes letters that maintain the correct vertical position to the baseline.	Encourage student to hold paper at proper angle to the writing arm. Keep writing directly in line with eyes.	Right Line Paper (C1-2). Right Line Chalkboard (S1-2).
Writes a sentence demonstrating evenness of spacing between letters and words.	Emphasize regular beginning and ending strokes.	Pre-Space Primary Paper (S1-2).
Writes a sentence maintaining a clear, readable line quality.	Mark original slant or words with a red pencil. Encourage self-appraisal.	Manuscript Handwriting Spirit Masters (S1-2).
Writes the punctuation marks . , ? ! "", when shown models.	Have students practise making punctuation marks on the chalkboard.	Punctuation Pointers (S1-2-3).

HANDWRITING
B. Manuscript Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Writes the punctuation marks . , ? ! "", when shown a sentence and given punctuation mark names orally.		Punctuation: Periods, Questions and Exclamation Marks. Instructo Learning Centre Activities (C1-2-3).
Copies accurately from the chalkboard or experience chart.	Begin with meaningful words.	
Increases speed of writing while maintaining legibility of manuscript forms.	Note: Watch for correct position of paper and pencil. Softer lead pencil or good quality pen may eliminate too much pressure.	
Demonstrates pride in accomplishments.	Make positive comments on particular aspects, e.g. "Good handwriting". Display student's writing in classroom or showcase.	
Adjusts size of manuscript form proportionately to size of paper.	Provide opportunity for practice. Have student analyze his own writing with a model; compare his work with previous attainment (dated samples).	
Writes the numerals 1 to 10 when shown models.	Begin to write all numerals from the top.	Hancy Numerals (S1-2).
Writes the numbers 1 to 10 when given numeral names orally.	Have student practise counting objects and associating with a numeral.	
Writes the symbols +, -, =, ÷, x when shown models.		Math Signs (S1-2-3).
Writes the symbols +, =, =, ÷, x when shown a numerical equation and given symbol name orally.		

HANDWRITING

C. Cursive Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Uses correct paper placement.	Have paper slanted to left for a right-handed student and slanted to right for left-handed student.	
Writes the undercurve letters i, t, e, l, u, w, r, s, b when shown models. Writes the undercurve letters i, t, e, l, u, w, r, s, b when the letter names are given orally. Writes the loop letters h, k, f, j, p when shown models. Writes the loop letters h, k, f, j, p when the letter names are given orally. Writes the downcurve letters a, d, o, c, g, q when shown models. Writes the downcurve letters a, d, o, c, g, q when the letter names are given orally. Writes the overcurve letters m, n, v, x, y, z when shown models. Writes the overcurve letters m, n, v, x, y, z when the letter names are given orally.	Have student follow these steps when introducing a letter at the chalkboard: - name the letter out loud (this is for writing and will not conflict with reading) - find letter in posted alphabet - instructor writes large letter on the blackboard - use an arrow to indicate where letter starts - instructor writes letter again giving oral detailed description on letter form - instructor points out trouble spots - student writes letter - student writes letter on paper, with lower case letters one space high from base line and upper case letters two spaces high.	Cursive Handwriting Development (Dubnoff School Program 3) (C2-3-4). Handwriting With Write and See Book 3 (C2-3-4). Alphabet Wagon Train (S2-3-4). Self-Adhesive Desk Tape Cursive Letter Line (S2-3-4). Motor Co-ordination Chalkboards (S1-2-3). Wipe-Clean Card Book Cursive Letters and Numerals (S2-3-4). Learn to Write Cards (Cursive Letters) (S2-3). Alphabet Practice Cards (S2-3). Writing Is Fun Workbook (Cursive) (S2-3-4).

HANDWRITING
C. Cursive Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Writes the upper case cane-stem letters H, K, M, N, Q, U, W, X, Y, Z when shown models.		
Writes the upper case cane-stem letters H, K, M, N, Q, U, W, X, Y, Z when the letter names are given orally.		
Writes the backward oval upper case letters A, C, D, E, O when shown models.		
Writes the backward oval upper case letters A, C, D, E, O when the letter names are given orally.		
Writes the forward oval upper case letters B, P, R when shown models.		
Writes the forward oval upper case letters B, P, R when the letter names are given orally.		
Writes the double loop letters J, L when shown models.		
Writes the double loop letters J, L when the letter names are given orally.		
Writes the boat upper case letters I, F, G, S, T when shown models.		
Writes the boat upper case letters I, F, G, S, T when given the letter names orally.		

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Writes words by joining letters in a continuous motion (include: ov, ve, ye, ga, bo, wi, be, yo).	Isolate these problem combinations and have student practise them alone and in words. Make sure these letters connect at the top, not on the line.	Cursive Letter Connections Wipe-Clean Card Books (S2-3).
Writes words maintaining correct alignment, by having letters of same size be equal in height.	Emphasize regular beginning and ending strokes.	Duplicating Masters - Cursive Handwriting (C3-4).
Writes words that have minimum, intermediate, and tall letters and writes those letters in the correct proportion to one another.	Have student start all lower case letters on base line. Small letters should be one line high. Tall letters should be two lines high, d and t are not as tall as other tall letters.	Cursive Handwriting Spirit Masters (S2-3).
Writes words that maintain an even slant, when a slant line is drawn through each letter.	Have student mark original slant with red pencil. All small letters except C and O have a straight slanting down stroke. The up stroke of the small letters are curved; the down strokes are parallel.	
Writes a paragraph that demonstrates even spacing between letters, words and sentences.	Note: Watch for proper hand, paper and body position.	
Writes a sentence that maintains an even, readable line quality.	Watch for correct alignment, correct proportion and even slant with even spacing between letters and words.	

HANDWRITING
C. Cursive Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Writes the punctuation marks . , ? ! "" ; " ' when given an unpunctuated paragraph and told the symbol by name.	Have student identify declarative, exclamatory and interrogative sentences.	Learning Skills Series: Language Arts (C2-4).
Copies accurately from the chalkboard or experience chart.	Begin with meaningful words and phrases.	
Increases proficiency in cursive writing by decreasing size, increasing speed while maintaining legibility of cursive forms.	Have student practise writing letters of decreasing size.	Advanced Cursive Handwriting Spirit Masters (S3-4).
Uses a pen (ball point) to write.	Make sure pen not held too tightly, too slanted or too straight.	
Develops a sense of pride in accomplishment.	Have students display writing in hallway showcase, etc.	

HANDWRITING
D. Self Expression and Mechanics

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Develops the understanding that writing is a visual presentation of the spoken word by relating printed symbols to words and meanings.	Expose students to print through bulletin board displays, charting experiences, books, etc. Make sure student recognizes his own name in print.	
Attends to a writing task.		
Suggests labels and captions to be written by the teacher.	Provide situations where student can compose: - captions under pictures - titles for stories - labels and gift tags - greetings on greeting cards - signs for use in the classroom or school.	
Proposes ideas to be written by the teacher.		
Shares in group composition of a simple story.		
Composes and writes a simple sentence.		
Composes and writes a sentence about a realistic experience.	Provide experiences about which a student could compose a sentence or story: - arrange excursions and field trips, e.g. zoo, store - give attention to birthdays, holidays, etc. - intensive study of a unit which has meaning for the students.	
Composes and writes two or more sentence stories about a realistic experience.		

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Uses appropriate punctuation: - periods (declarative sentence and abbreviations) - question marks (interrogative sentence) - commas (dates and addresses) - quotation marks - apostrophes, hyphens, colons.	Provide worksheets where students insert proper punctuation marks.	Punctuation Patterns (S2-3-4). Punctuation: Periods, Questions & Exclamation Marks. Instructo Learning Centre Activities (C2-3-4).
Uses capital letters when needed: - on pronoun "I" - names of persons and places - names of days of week, holidays and months of year - titles in stories and poems, etc.		Learning When to Capitalize (And When Not) (S2-3-4).
Writes increasingly complex stories using more precise descriptive words, etc.	Have students do exercises to help increase descriptive vocabulary.	
Uses margins appropriately.		
Uses the appropriate form of written language in: - illustrations - letters, e.g. invitation and thanks - lists - paragraphs - directions - simple charts and graphs - short advertisements.	Have students develop a classroom newspaper. Keep classroom weather charts. Have students write letters of thanks to parents, etc.	Sharpening Letter Writing Skills (S2-3-4). Building Language Skills The Learning Skills Series: Language Arts (C2-4).

APPENDIX A

Word Lists

1. Basic Reading Words
2. Functional Living Vocabulary
3. Basic Functional Living Signs
4. Word Families
5. Blend Sounds and Words
6. Consonant Sounds and Words
7. Vowel Sounds and Words

WORD LISTS

I. BASIC READING WORDS

a
about
after
again
all
always
am
an
and
any
are
around
as
ask
at
ate
away
be
because
been
before
best
better
big
black
blue
book
both
boy
bring
brown
but
buy
by
call
came
can
carry
clean
cold
come
could
cut
day
did
do
does
done
don't
down
draw
drink
eat
eight
every
fall
far
fast
find
first
five
fly
for
found
four
from
full
funny
gave
get
girl
give
go
goes
going
good
got
green
grow
had
has
have
he
help
her
here
him
his
hold
hot
house
how
hurt
I
if
in
into
is
it
its
jump
just
keep
kind
know
laugh
let
light
like
little
live
long
look
made
make
man
many
may
me
mother
much
must
my
myself
never
new
no
now
of
off
old
on
once
one
only
open
or
our
out
over
own
pick
play
please
pull
put
ran
read
red
ride
right
run
said
saw
say
see

seven
shall
she
show
sing
sit
six
sleep
small
so
some
soon
start
stop
take
tell
ten
thank
that
the
their
them
then
there
these
they
think
this
those
three
to
today
together
too
try
two
under
up
upon
us
use
very
walk
want
warm
was
wash
we
well
went
were
what
when
where
which
white
who
why
will
wish
with
work
would
write
yellow
yes
you
your

2. FUNCTIONAL LIVING VOCABULARY

Directions

North - N.
South - S.
East - E.
West - W.

Address

Drive - Dr.
Road - Rd.
Avenue - Ave.
Street - St.

Alberta - Alta.
Canada
Address
City, Province

Money

Money
Penny
Nickel
Dime
Quarter
Half Dollar
Dollar
Change
Use Correct Change
Coins
Cashier
Deposit Coin
Coin Return
Pay Bills Here
Business Office
Money Orders

Days

Sunday - Sun.
Monday - Mon.
Tuesday - Tues.
Wednesday - Wed.
Thursday - Thur.
Friday - Fri.
Saturday - Sat.
Week

Time

Time
O'clock
Minutes
Hours
A.M.
P.M.
Noon
Midnight
Digital time:

Months

January - Jan.
February - Feb.
March - Mar.
April - April
May - May
June - June
July - July
August - Aug.
September - Sept.
October - Oct.
November - Nov.
December - Dec.
Month
Day
Year
Calendar

Numbers

- One
- Two
- Three
- Four
- Five
- Six
- Seven
- Eight
- Nine
- Ten
- Eleven
- Twelve
- Thirteen
- Fourteen
- Fifteen
- Sixteen
- Seventeen
- Eighteen
- Nineteen
- Twenty

Measurement

- Height - Ht.
- Weight - Wt.
- mg
- kg
- m
- mm
- cm
- l
- ml
- millilitre
- l
- litre
- C°
- metre
- millimetre
- centimetre
- thermometer
- temperature

Colors

- Red
- Green
- Yellow
- Blue
- Orange
- Brown
- Purple

Safety and Travel

- Stop
- Slow
- Danger
- Hot
- Poison
- Caution
- Keep Out
- Up
- Down
- Fire
- Keep Off
- Wet Paint
- Start
- End
- Pull
- Push
- On
- Off
- Wait
- Quiet
- Be Careful
- Driveway
- Street
- Bus
- Flammable
- Police
- Fasten Your Seat Belt

- Reserved
- Do Not Litter
- Polluted
- Keep To Right
- Remain Seated
- No Swimming
- No Fishing From Bridge
- Walk, Don't Walk
- Entrance
- Exit
- In
- Out
- Open
- Closed
- Walk In

- Rest Rooms
- Toilet

- Ring Bell
- Temporarily Closed
- Office
- To Buses
- Attendant
- Closed Sunday
- Parking
- Telephone

- Please
- Thank You
- Yes
- No

- Garbage

- Men
- Women
- Ladies
- Gentlemen
- Boys
- Girls
- His
- Hers

- Name
- Address
- Age
- Birthday
- Father's Name
- Mother's Name

3. BASIC FUNCTIONAL LIVING SIGNS

Food

Grocery
Cafeteria
Restaurant
Eat
No Eating On Bus
Ring Bell For Service
Next Window Please

Mail

Letter Drop
Airmail
Local
Out Of Town
Not For Deposit Of Mail

RESTAURANT

Menu

appetizers
soups
salads
entrees
sandwiches
a la carte
desserts
beverages
cocktails
daily special

hot dog
cheeseburger
french fries
hamburger deluxe
steak
chicken
roast beef
beef dip
veal cutlets
pork chops
pizza
fish and chips
ice cream
sundae
jello
pie
orange
7-up
coke
tea
coffee
milk
hot chocolate

bacon
eggs
omelette
pancakes
waffle
toast
jam
hot/cold cereal
beer
wine

luncheon menu
waiter/waitress
cashier

Please Wait To Be Seated

French Words

menu
café
soup du jour
a la carte
au jus
entrée
buffet
chef
a la mode

Grocery Shopping

baby foods
bar soap
beverages
biscuits
bleaches
bread
cake/flour mixes
candy
canned fish
canned fruits
canned juices
canned soup
canned vegetables
cashier
cereals
check out counter
cheeses
coffee
cooked meats
dairy products
detergent
dietetic
economy size
facial tissue
fillet
fresh vegetables
frozen dinners
frozen fish
frozen foods
frozen juices
frozen vegetables
gourmet foods
health & beauth aids
ice cream
liquid detergents
macaroni
margarine
meats
pastry
pet foods
pickles
plant food
potatoes
preserves
produce
receipt
roast
service counter
soap powders
spices
stationary
sugar
toilet tissue
vinegar/oils

Warning Signs

In The Country	No Hunting No Campfires Remember To Put Fires Out No Trespassing Private Road Private Property Do Not Drink The Water No Picnicing
In Parks And Zoos	Do Not Pick The Flowers Do Not Feed The Animals No Bicycling Bicycling Prohibited Stay Behind Guard Rail Keep Off The Grass Keep Out Closing Times No Littering No Standing Up On Rides
For The Pedestrian	Beware Of Dog Pedestrians Prohibited No Trespassing Keep Out No Loitering Quiet Zone No Hitchhiking Danger - Men At Work Sidewalk Closed Do Not Enter Wet Paint Watch For Trucks Truck Crossing

Banking

savings account
interest
passbook
deposit
withdrawal
checking account
statement
service charge
overdraft
endorse
safety deposit box
bonds
travelers cheques
balance
debit
credit
N.S.F.
cheques

Completing Forms

birthdate
business (bus.) telephone
date of birth
divorced
female
first
full name
home address
home telephone
last
maiden
male
marital status
married
middle
name
number
place of previous employment
postal code
post office
previous employment record
print or type
references
rural route
separated
sex
single
social insurance number (S.I.N.)
street
street address
telephone
town
widowed

"Help Wanted" Abbreviations

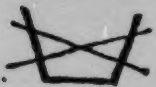
A.M. - morning
P.M. - afternoon and evening
hrs. - hours
wk. - week
wkly. - weekly
mo. - month
yr. - year
mgnt. - management
ass't - assistant
bldgs. - buildings
gen. - general
estab. - established
temp. - temporary
sal. - salary
exc. - excellent
comm. - commission
pd. - paid
refs. - references
pos. - position
mfr. - manufacturer
oppt. - opportunity
co. - company
mgr. - manager
exp. - experience
exp'd - experienced

3. BASIC FUNC[illegible] LIVING SIGNS

a. Clothing Care

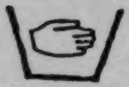
WASHING

(red)



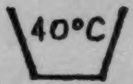
Do Not Wash

(yellow)



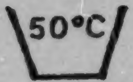
Hand Wash

(yellow)



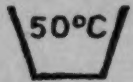
Machine Wash - lukewarm - gentle

(yellow)



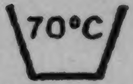
Machine Wash - warm - gentle

(green)



Machine Wash - warm - normal

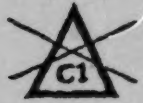
(green)



Machine Wash - hot - normal

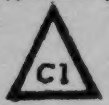
CHLORINE BLEACHING

(red)



Do Not Use Bleach

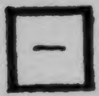
(yellow)



Use Bleach As Directed

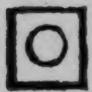
DRYING

(yellow)



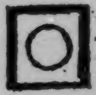
Dry Flat - Hot

(yellow)



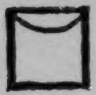
Tumble Dry - low temp.

(green)



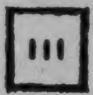
Tumble Dry - med. temp.

(green)



Hang to Dry

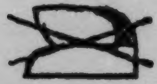
(green)



Drip Dry

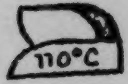
IRONING

(red)



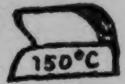
Do Not Iron

(yellow)



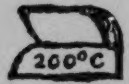
Iron at Low Setting

(yellow)



Iron at Medium Setting

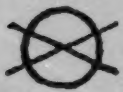
(green)



Iron at High Setting

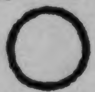
DRY CLEANING

(red)



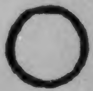
Do Not Dry Clean

(yellow)



Dry Clean at Low Temp.

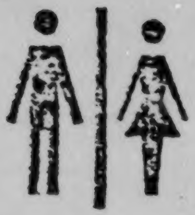
(green)

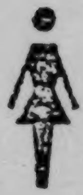


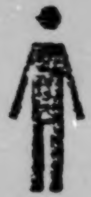
Dry Clean

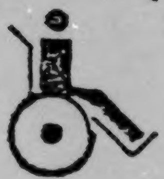
(Originals available from Department of Consumer and Corporate Affairs.)

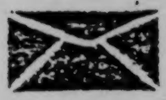
b. Services

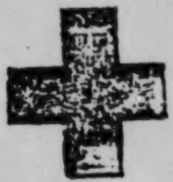

Washrooms

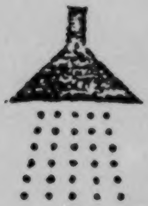

Women's Washroom

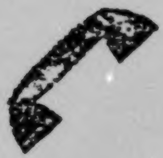

Men's Washroom

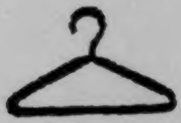

Facilities for the Handicapped

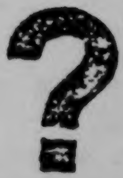

Post Office

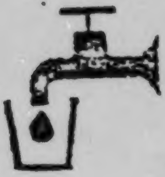

First Aid

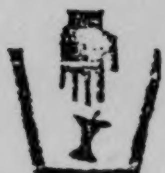

Showers

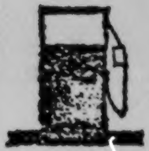

Telephone

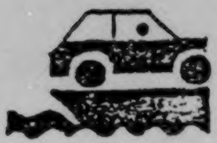

Change Rooms

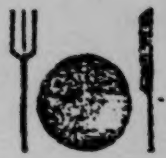

Information

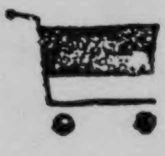

Potable Water

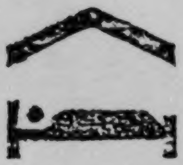

Litter Container

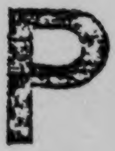

Gasoline

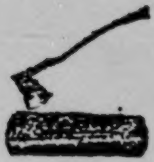

Car Ferry

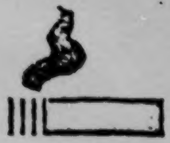

Restaurant

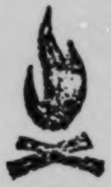

Groceries

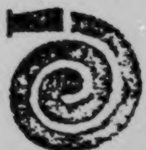

Accommodation


Parking

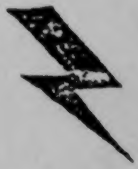

Firewood


Smoking


Fires

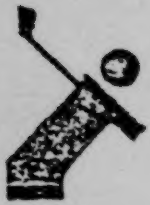

Firehose

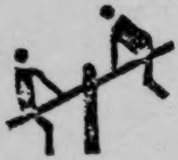
Danger

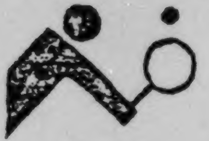

High Voltage

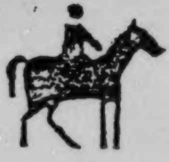
(Orignials available from Parks Canada.)

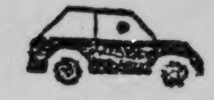
c. Summer Recreation

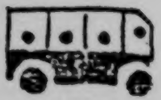

Golf

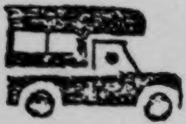

Playground

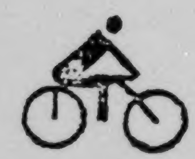

Tennis

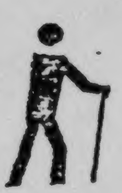

Horseback Riding

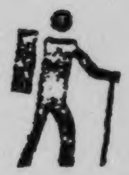

Cars

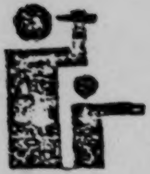

Bus Tour

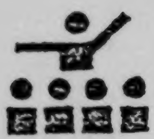

Camper Trucks

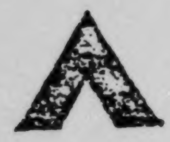

Bicycling

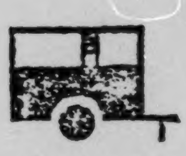

Hiking

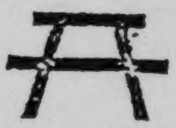

Back-Packing

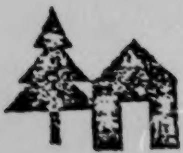

Viewing

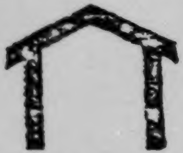

Nature Talk

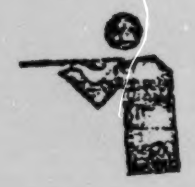

Camping

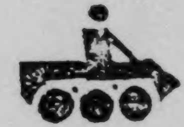

Trailers

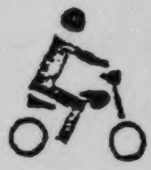

Picknicking


Youth Hostel


Shelter


Hunting


All Terrain Vehicles


Trail Bikes

(Orignials available from Parks Canada.)

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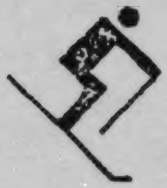
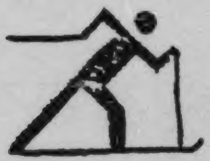
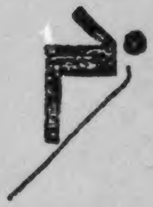
d. Winter Recreation



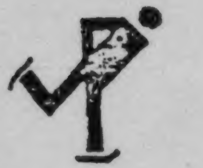
Downhill Skiing



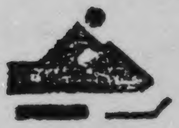
Cross-Country Skiing



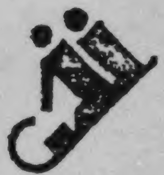
Ski Jumping



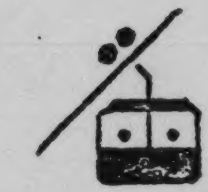
Ice Skating



Snow-Mobiling



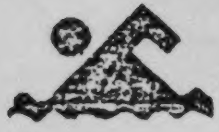
Tobogganing

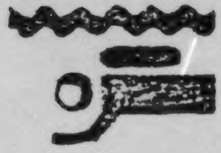


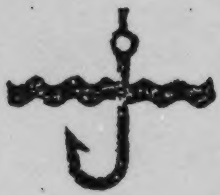
Gondola

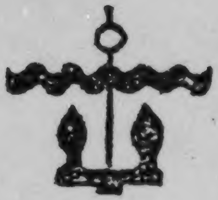
(Originals available from Parks Canada.)

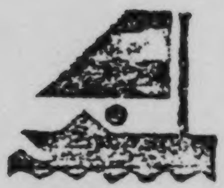
e. Water Recreation

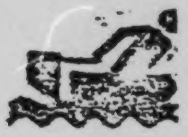

Swimming

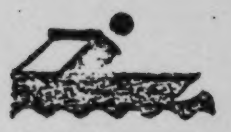

Scuba Diving

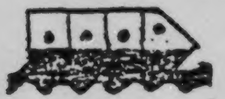

Fishing

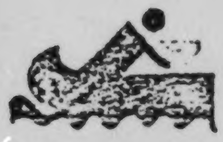

Anchorage

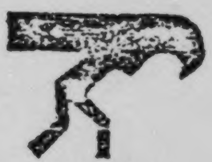

Sail
Boating

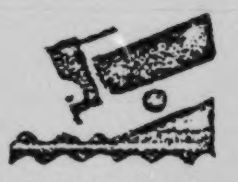

Motor
Boating

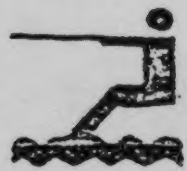

Row Boating

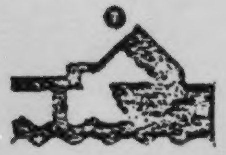

Tour Boats

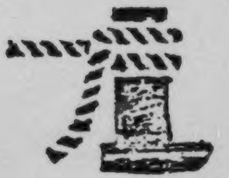

Canoeing

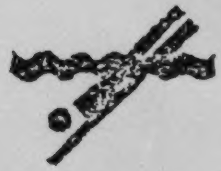

Portage


Launch Ramp


Water Skiing

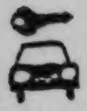

Docking

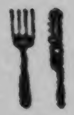

Boat Tie-up

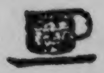

Diving

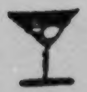
(Originals available from Parks Canada.)

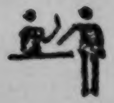
f. Travel/Transportation

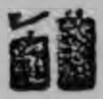

Car Rental

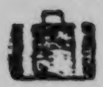

Restaurant

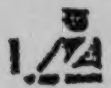

Coffee Shop

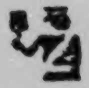

Bar

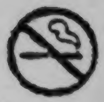

Ticket Purchase

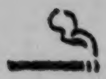

Baggage Check-in

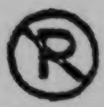

Baggage Claim

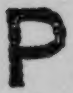

Customs

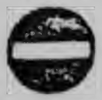

Immigration

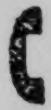

No Smoking

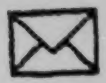

Smoking

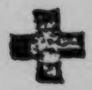

No Parking

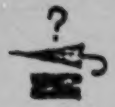

Parking

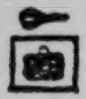

No Entry

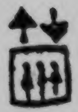

Telephone

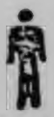

Mail

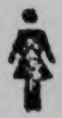

First Aid

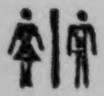

Lost and Found

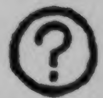

Lockers

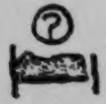

Elevator

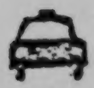

Men's Toilets

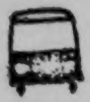

Women's Toilets

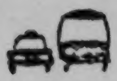

Toilets

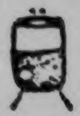

Information

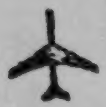

Hotel Information


Taxi

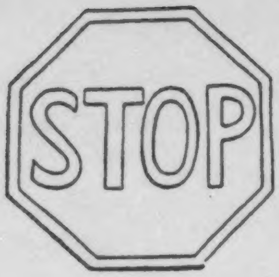

Bus


Ground Transportation

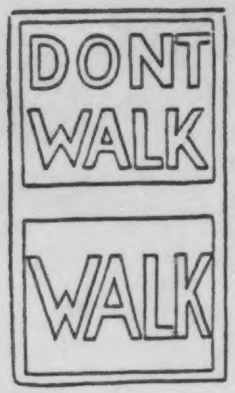

Rail Transportation


Airport

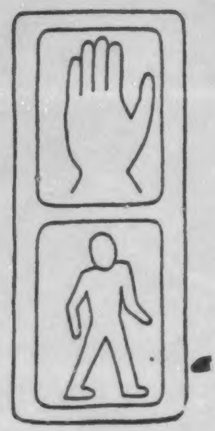
g. Traffic/Community



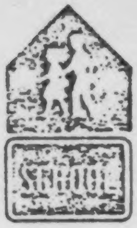
Stop


DONT
WALK
WALK

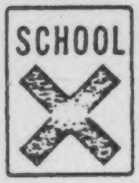
Don't Walk/Walk



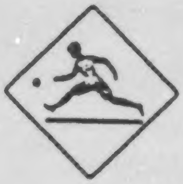
Don't Walk/Walk



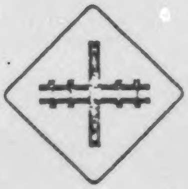
School Zone



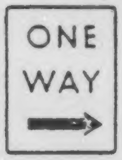
School Crossing



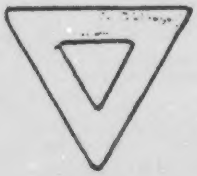
Playground



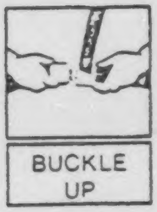
Railway Crossing



One Way

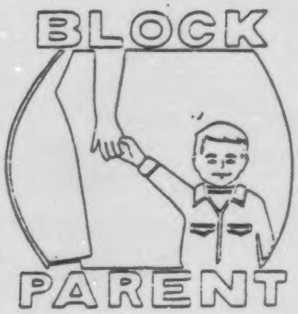


Yield



Seatbelts

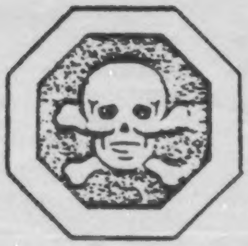
Block
Parent

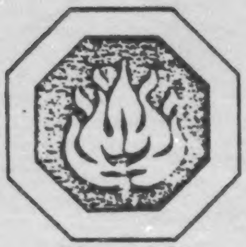

BLOCK
PARENT

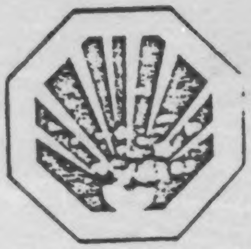
(Original and additional signs available from the Department of Transport or the local police - Traffic Education Program.)

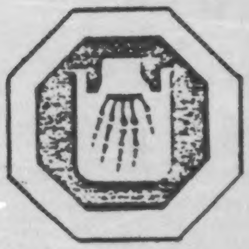
h. Hazardous Products

DANGER
(red background)

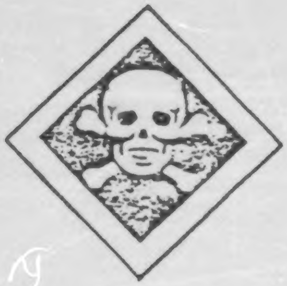

Poison

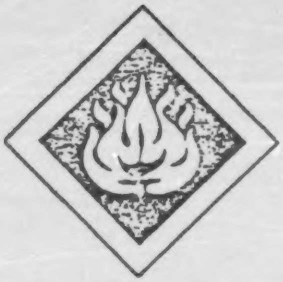

Flammable

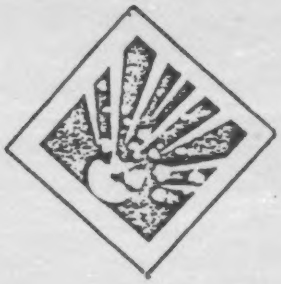

Explosive

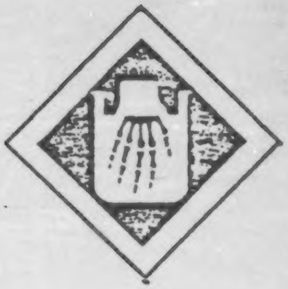

Corrosive

WARNING
(orange background)

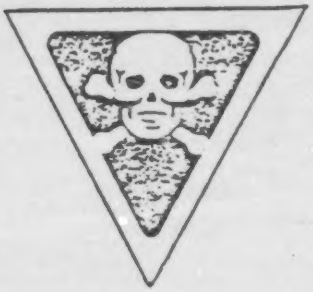

Poison

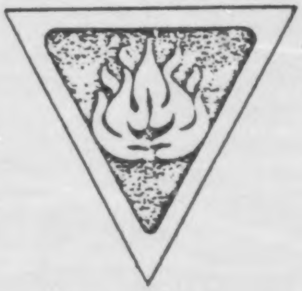

Flammable

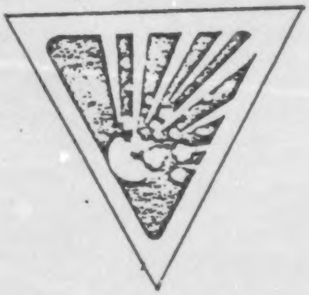

Explosive

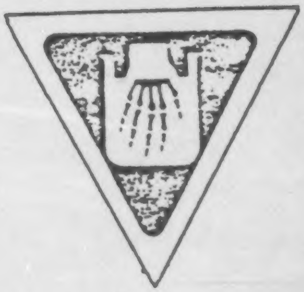

Corrosive

CAUTION
(yellow background)


Poison


Flammable


Explosive


Corrosive

(Originals available from Department of Consumer and Corporate Affairs.)

4. WORD FAMILIES

all

hall
tall
ball
small
wall
call
stall
all
mall
all
gall
fall

ell

sell
spell
shell
bell
swell
dell
tell
smell
fell
well

hallway - smelling - balls - spelling - football - jelly

ill

pill
grill
bill
chill
kill
mill
frill
fill
drill
spill
hill
dill
skill

ame

came
game
frame
lame
blame
name
flame
dame
same
shame
tame

killer - nameless - taming - untamed - frills - skillfully

it

wit
slit
pit
bit
kit
sit
fit
spit
quit
hit
mit
knit

at

fat
vat
pat
brat
sat
mat
rat
bat
hat
chat
cat
flat

knitting - fatter - cats - Saturday - flatten - mittens

ot

cot
got
lot
not
clot
plot
dot
hot
pot
slot
trot
spot

ut

but
hut
nut
strut
rut
cut
mut
putt
shut
smut
tut

cottage - shutter - tottering - butternut - spots - stuttering ack

snack
rack
tack
whack
slack
track
Mack
crack
pack
Jack
black

ick

pick
stick
click
trick
wick
hick
kick
Dick
brick
sick
lick
flick

tracking - blackest - kicks - clicking - sickness - packs

ock

dock
rock
clock
mock
stock
block
sock
smock
lock
shock

ang

bang
hang
fang
rang
stang
sang
tang
sprang
gang
clang

tango - mocking - bangs - clocks - hangmen - rocking

in

bin
sin
thin
win
grin
shin
tin
spin
skin
fin
chin
pin

ing

bring
sing
sling
string
king
spring
thing
wing
sting
ding
fling
ring

spinning - thinly - kings - finish - Springtime

ine

dine
line
pine
wine
spine
nine
fine
mine
vine
whine

ight

fight
might
sight
bright
night
light
right
tight
fright
flight

nineteen - lightly - wines - underline - frighten - headlights

ad

dad
fad
clad
glad
had
cad
pad
bad
mad
lad
sad

od

cod
rod
trod
God
prod
sod
clod
tod
pod
plod

sadden - daddy - goddess - prodding - padding - toddler

en

Gwen
men
hen
wren
Ben
yen
pen
when
ten
then
glen
den

ent

cent
rent
scent
dent
tent
lent
went
spent
bent
sent
Kent
vent

hens - penmanship - dentist - renter - penthouse - cents

ave

gave
pave
rave
grave
Dave
slave
brave
crave
shave
wave
cave

ane

Zane
Dane
cane
vane
crane
pane
mane
Jane
plane
lane

graves - waving - shaving - canes - bravely - airplane

one

stone
throne
drone
tone
cone
scone
prone
zone
bone
lone

ope

hope
lope
cope
slope
grope
mope
dope
Pope
rope
scope
open

sloping - roped - lonesome - hopeless - stones - hopes

ide

wide
ride
bride
bide
hide
slide
tide
side
guide
stride
pride

ite

kite
site
quite
spite
white
rite
write
cite
bite

riders - wider - brides - whiteness - writing - kites

ag

bag
rag
drag
brag
snag
nag
flag
tag
sag
had
wag
jag

ink

ink
mink
pink
kink
think
link
rink
sink
wink
blink
stink

baggage - blinking - wags - zig-zag - dragstrip - thinking

end

mend
bend
trend
spend
lend
blend
fend
tend
send

ear

rear
clear
smear
dear
hear
year
spear
gear
fear
near

gears - fender - blending - dearest - rearing

ed

red
bed
wed
fled
fed
sped
shed
bled
sled
led
shred

eat

pleat
treat
beat
heat
neat
wheat
seat
peat
eat
meat
cheat

shredded - treats - wedding - sleds - cheater - neatest

ail

trail
tail
rail
frail
jail
sail
nail
snail
quail
mail
fail
bail

ay

pray
play
stay
say
clay
way
gray
fray
ray
jay
pay
may

sailor - jails - trailing - prayers - braying - wayward

an

clan
Nan
plan
than
ran
span
van
fan
tan
man
can
pan

ank

drank
Frank
rank
Hank
bank
blank
sank
thank
tank
prank

mansion - ranks - prankster - banking

ug

bug
dug
plug
jug
tug
chug
pug
hug
rug
mug

ar

bar
far
star
tar
car
jar
par
scar

partners - tug-of-war - cars - westward - starlet - chugging

op

shop
flop
crop
mop
chop
slop
hop
cop
pop
top
stop

ip

dip
sip
nip
strip
grip
trip
lip
chip
hip
zip
slip

zipper - dragstrip - shopping - stopped - sloppy

ip

dip
strip
ship
tip
lip
slip
rip
sip
drip
trip
zip
flip

uff

buff
huff
bluff
fluff
snuff
stuff
puff
muff
scuff
cuff

flipper - dripping - lips - snuffing - zipper - bluffing

ate

gate
rate
state
mate
grate
plate
skate
Kate
late
crate
hate

ash

cash
smash
rash
lash
crash
clash
slash
trash
hash
gash

statement - lately - plates - rashness - skating - clashing

5. BLEND SOUNDS AND WORDS

bl

black
blue
blend
blow
bless
blot
blast
block
bleach
bleed

cl

click
class
cling
close
clown
climb
clear
clean
clock
clip

fl

floor
fling
flop
fly
flat
flip
flag
fled
flight
flesh

gl

glad
glow
glide
glen
glove
gladly
glue
gland
glass
glee

pl

play
plow
plate
place
plane
plant
plug
please
plot
plump

sl

slow
slap
sleep
slug
slipper
slim
slide
slave
slash
slip

br

brace
brush
brown
brake
bring
brought
bright
brag
brother
brick

cr

crow
crest
crate
crisp
creature
cry
cram
crook
crack
creek

dr

drag
drew
dress
drip
dried
drape
drum
drive
drill
drove

fr

French
frank
friend
fresh
free
firll
fruit
frame
Fred
frost

gr

grow
greet
grin
grip
graze
green
grew
grace
gray
grit

pr

print
prank
prince
proper
prop
proud
preach
proof
pride
prison

ch

chin
chance
church
chest
cheat
chain
chap
chick
chart
chipmunk

sh

share
shoe
shore
shine
shop
shut
shape
shave
shell
shirt

th

the
them
this
thank
they
these
there
thin
think
thought

sk

skip
sky
skunk
skate
skill
skull
skit
skin
skirt
skid

wh

whistle
why
when
where
which
whip
whole
wheel
wheat
whale

tr

trade
tray
treat
trace
trap
tread
trot
truck
tramp
trash

spr

sprinkle
sprite
spry
spray
spread
sprung
spruce
sprout
spring
sprint

sm

small
smell
smear
smile
smoke
smart
smut
smash
smooth
smock

sn

sneeze
sniper
snore
snob
snap
snow
snug
snare
sneak
sniff

sp

spend
spell
spoil
sppon
sponge
speak
sparkle
spin
sped
spill

st

start
stork
stair
stay
state
sting
stale
stick
stall
starve

sw

swing
sweep
swell
swipe
sweet
swear
swim
swan
swamp
sweater

6. CONSONANT SOUNDS AND WORDS

b

boy
been
big
ball
base
Bill
box
best
bit
bat

c

cat
car
can
could
call
came
come
coat
candy
cup

d

door
desk
do
done
dish
does
don't
dent
dine
dog

f

fish
fig
fade
fat
for
fight
fit
fix
from
fun

g

game
gone
gang
goat
go
got
get
girl
gate
gum

h

hat
her
hurt
hot
hen
hand
hit
he
home
house

j

jet
jump
just
Jill
job
join
jig
jade
joy
jug

k

keep
kick
kit
kind
kite
king
Kim
keen
kiss
key

l

look
like
love
let
list
line
lump
lit
lock
lost

m

me
march
mice
must
much
most
men
mine
mark
miss

n

nest
no
nice
nor
nut
neck
night
noon
nun
nip

p

pig
pen
pal
post
put
pain
pair
patch
pin
park

qu

quick
queen
quest
quack
quit
quiz
quilt
quote
quart
quite

r

run
rot
row
rug
ran
road
rim
ride
red
radio

s

son
Sunday
so
sing
sat
sang
sum
song
science
sort

t

turtle
to
time
tune
tame
tip
toss
test
tap
two

v

vine
vane
vote
vest
vow
volt
vent
violin
voice
van

w

word
we
want
were
whiz
was
war
will
weather
when

y

young
you
yet
yard
yarn
your
yeast
yes
yolk
yowl

z

zipper
zing
zoo
zone
zoom
zinc
zeal
zebra
zag
zest

IRREGULAR WORDS

to
once
gone
laugh
there
shoes
buy
come
aunt
been

done
saw
two
do
heard
they
talk
any
field
of

one
eyes
who
said
some
was
sure
want
water
their

who
often
friend
enough
does
off
walk
you
where
sign

7. VOWEL SOUNDS AND WORDS

long a

May
able
apron
bacon
date
name
place
age
plane
gain
mail
ate
air
day
base
rain
made
delay
slave
ace
cake
tame

long e

eat
ease
Easter
even
be
flea
please
deep
money
he
peak
each
east
keep
me
see
enough
peach
meat
beat
she
feel

long i

ride
ice
idea
I'm
wife
bind
nice
slice
night
shine
kite
dime
fire
time
smile
sign
iron
life
white
wife
pine
pipe

long o

oh
oat
oak
joke
old
over
goat
fold
stone
go
bone
show
soap
no
cone
note
home
road
open
boat
so
toe

long u

use
unit
union
usual
cube
June
huge
blue
suit
glue
cute
tube
menu
true
you
tune
mule
Tuesday
cure
dues
tune
fuse

y (i)

dry
by
apply
sly
sky
pry
try
fly
cry
fry
supply
thy
buy
ply
rhyme
guy
why
spy
my
spry
type
apply

short a

apple
act
am
add
ax
cast
as
bath
rat
fan
hand

along
allow
about
stand
around
ask
cap
basket
alone
black
glass

short e

bell
elf
elm
empty
bend
men
extra
ever
ten
left
let

Ben
send
net
never
else
enter
end
fender
when
them
tent

short i

in
fish
ill
brick
ink
sick
wish
pill
is
bit
thin

it
pig
milk
if
this
miss
with
sink
drill
sing
slip

short o

cot
off
on
long
stop
dog
job
lock
hot
clock
rock

box
drop
boss
not
rod
got
fox
stock
moth
bottle
mop

short u

us
cut
under
ugly
undo
uncle
shut
hug
luck
bug
fun

much
nut
such
upon
rush
plus
mumps
rug
under
truck
tub

y (e)

buggy
sally
carry
fairy
Mary
daddy
pretty
slowly
grocery
city
slippery

silly
jolly
chimney
shortly
limpy
lily
jelly
mighty
dolly
witty
family

APPENDIX B

Checklists

1. Listening
2. Viewing
3. Speaking
4. Reading
5. Vocabulary Development
6. Pre-Spelling
7. Spelling
8. Handwriting

LISTENING CHECKLIST

Last Name	First Name	Birth Date

_____ Recognizes and responds to own name. (p. 1)

_____ Names familiar sounds in the classroom, school, playground and street. (p. 1)

_____ Identifies the objects that make the sounds. (p. 1)

_____ Discriminates between sounds. (p. 1)

_____ Combines vocabulary development with simple sequence directions, e.g. put an object, in, on, under, beside, above, behind, the box. (p. 1)

_____ Identifies and names a broader range of sounds from the environment. (p. 2)

_____ Listens attentively for a specified period of time. (p. 2)

_____ Listens for the purpose of carrying out more complex directions. (p. 2)

_____ Demonstrates an appreciation of rhythmic patterns in sounds and words. (p. 2)

_____ Recognizes words that rhyme. (p. 2)

_____ Listens for enjoyment to: stories on records and radio, nursery rhymes, folktales, records, rhymes and simple poems. (p. 2)

_____ Listens to and retells simple stories. (p. 2)

_____ Learns to listen through distractions. (p. 3)

_____ Develops understanding of the responsibilities of the listener. (p. 3)

_____ Listens for the purpose of retelling incidents in stories in sequence. (p. 3)

_____ Listens to instructions and explanations for information. (p. 3)

_____ Listens for the main idea of a speaker. (p. 3)

_____ Listens to a variety of forms of spoken messages, e.g. stories, poetry, songs, simple reports, introductions, conversations, discussions, reports, plays. (p. 3)

_____ Listens to a specific person for specific purposes, e.g. news broadcasts, television interviews, classmates' oral reports. (p. 4)

_____ Recognizes responsibilities of a listener and his role by:
    _____ asking relevant questions (p. 4)
    _____ drawing conclusions (p. 4)
    _____ noting important details. (p. 4)

_____ Listens for enjoyment to aesthetic productions, e.g. concerts, symphony. (p. 4)

VIEWING CHECKLIST

____________________	____________________	____________________
Last Name	First Name	Birth Date

_____ Names familiar people and objects from pictures, slides, films, etc. (p. 5)

_____ Points to specific objects contained in pictures, etc. (p. 5)

_____ Looks at simple pictures and tells what he sees. (p. 5)

_____ Discriminates between objects viewed. (p. 6)

_____ Imitates a simple action. (p. 6)

_____ Puts pictures together to form a simple sequence. (p. 6)

_____ Retells in proper sequence a story seen in picture form. (p. 7)

_____ Views picture books for enjoyment. (p. 7)

_____ Describes sensory impressions formulated from material which has been viewed. (p. 7)

_____ Views attentively for a specified period of time. (p. 7)

_____ Changes level of attention to suit level of viewing task. (p. 7)

_____ Looks at more complex pictures and tells what he sees. (p. 8)

_____ Imitates a series of actions viewed. (p. 8)

_____ Gains information and meaning from pictures by answering specific questions. (p. 8)

_____ Makes predictions based on content contained within visual formats. (p. 9)

_____ Draws conclusions from materials presented visually. (p. 9)

_____ Tells the meaning of non-print visuals such as signs, label designs, and logos. (p. 9)

_____ Appraises the actions and behaviors of people, etc. (p. 9)

_____ Evaluates the appropriateness of actions in different social situations which are being viewed. (p. 10)

_____ Works independently in viewing activities. (p. 10)

_____ Identifies and evaluates ideas as factual, fictional, humorous, realistic or plausible when viewed in pictures, etc. (p. 10)

_____ Makes generalizations applicable for living based on situations seen visually.

SPEAKING CHECKLIST

____________	____________	____________
Last Name	First Name	Birth Date

_____ Answers in response to the question, "What is this?", by naming the object. (p. 11)

_____ Verbalizes wants by saying noun/verb combinations. (p. 11)

_____ Verbalizes wants and thoughts by asking simple questions. (p. 11)

_____ Uses descriptive adjectives and their opposites in speech. (p. 11)

_____ Uses prepositions in speech to describe the position of people and things. (p. 12)

_____ Refers to himself and others in speech by using the pronouns "me", "my", "mine", "I", "them", "their", etc. (p. 12)

_____ Describes identifying features of an object. (p. 12)

_____ Asks questions to determine what an object is. (p. 13)

_____ Names a location from a description of it. (p. 13)

_____ Describes a particular location. (p. 13)

_____ States how two or more objects are the same or different. (p. 13)

_____ Classifies objects into categories. (p. 13)

_____ Uses categorical nouns in speech. (p. 14)

_____ Uses plural nouns in speech. (p. 14)

_____ Names primary colors. (p. 14)

_____ Identifies colors other than primary ones. (p. 14)

_____ States reasons for the outcome of actions, e.g. why something happened. (p. 14)

_____ Uses appropriate sense verbs in speech, e.g. smell, taste, see. (p. 15)

_____ Describes the actions taking place in pictures by using a verb form. (p. 15)

_____ Tells what will happen and what will not happen on the basis of an "if-then" action statement. (p. 15)

_____ Makes "if-then" statements describing objects by drawing conclusions about conditions that pertain to these objects. (p. 15)

_____ States the sequence in which actions occurred by answering "before" and "after" questions. (p. 16)

_____ Identifies which part is missing from an object and tells the function of the object and each of its parts. (p. 16)

_____ Identifies what is absurd about a part of an object performing an unusual function. (p. 16)

_____ Identifies objects that have a specified part in common. (p. 16)

_____ Answers "all" questions about objects by making complete "some", "all" and "none" statements to describe objects. (p. 17)

_____ Answers comprehension questions about what is happening in the stories read to him and tells what the characters say and do. (p. 17)

_____ Recognizes the importance of accepted social behaviors in oral language situations. (p. 18)

_____ Practices accepted rules for person to person conversations, telephone conversations, discussing reports, introductions, and interviews. (p. 18)

_____ Speaks in the mode of acceptable adult speech with intelligible speech patterns.

_____ Demonstrates understanding of the role of the speaker/listener.

_____ Recognizes the need for audience participation.

READING CHECKLIST

_______________ Last Name
_______________ First Name
_______________ Birth Date

A. General Skills

_____ Demonstrates awareness of left-to-right progression. (p. 23)

_____ Develops left-to-right eye movement. (p. 23)

_____ Recognizes upper and lower case letters. (p. 20)

_____ Associates consonant sounds to letters. (p. 20)

_____ Identifies initial consonant sounds. (p. 20)

_____ Names letters to represent consonant sounds heard in final position. (p. 20)

_____ Discriminates between words using initial letter clues and final letter clues. (p. 20)

_____ Identifies short vowel sounds. (p. 21)

_____ Recognizes word families, e.g. am, it, and, an, in, op, un. (p. 21)

_____ Recognizes words of different length.

_____ Recognizes word endings: s, ed, ing. (p. 21)

_____ Identifies long vowel sounds. (p. 21)

_____ States vowel rules, e.g. silent e. (p. 22)

_____ Identifies "r" modified vowels: ar, or, er, ir, ur. (p. 22)

B. Word Analysis Skills

1. Visual

_____ Recognizes likenesses and differences in colors. (p. 22, 23)

_____ Recognizes likenesses and differences in shapes. (p. 22, 23)

_____ Recognizes likenesses and differences in designs. (p. 22, 23)

_____ Recognizes likenesses and differences in directionality.

_____ Recognizes likenesses and differences in size. (p. 22, 23)

_____ Recognizes likenesses and differences in letters. (p. 22, 23)

_____ Recognizes likenesses and differences in words. (p. 22, 23)

_____ Recognizes word boundaries.

_____ Notes relative position of objects in pictures.

_____ Visualizes part to whole by assembling a seven piece puzzle. (p. 23)

2. Auditory

_____ Reproduces pronounced two and three syllable words. (p. 24)

_____ Hears minimal differences in words. (p. 24)

_____ Distinguishes word length.

_____ Recognizes spoken words with the same initial sound. (p. 24)

_____ Recognizes spoken words with the same final sound.

_____ Hears rhyming words. (p. 24

_____ Demonstrates understanding of function of "y" as a consonant or as a vowel. (p. 24)

_____ Associates sounds to two letter blends: tr, gr, br, bl, gl, pl, st, fr,sm, sk, cr, sw. (p. 24)

_____ Associates sound to digraphs: ch, sh, th, wh. (p. 25)

_____ Identifies three letter initial blends: spr, str, scr, squ, thr. (p. 25)

_____ Recognizes little words in big words. (p. 26)

_____ Recognizes root words.

_____ Identifies suffixes: ly, est, er. (p. 27)

_____ Identifies prefixes: un, er. (p. 27)

_____ Identifies two sounds of c: k, s. (p. 26)

_____ Identifies two sounds of g: g, j. (p. 26)

_____ Recognizes contractions: n't, 'll, 're, 's, 'd, 'n, 've. (p. 27)

_____ Demonstrates understanding of use of possessive. (p. 27)

_____ Recognizes compound words. (p. 27)

_____ Recognizes similarities of sounds such as x and cks. (p. 28)

_____ Recognizes silent letters: kn, gn, wr. (p. 28)

_____ Recognizes words with double letters. (p. 28)

_____ Listens for number of syllables in a word. (p. 28)

_____ Alphabetizes words using first letter and second letter. (p. 28)

_____ Uses a glossary.

C. Comprehension Development

_____ Enjoys being read to.

_____ Engages in meaningful conversations. (p. 29)

_____ Asks the teacher for help when needed. (p. 29)

_____ Demonstrates interest in books and other printed material. (p. 29)

_____ Associates meaning with the printed page. (p. 29)

_____ Demonstrates desire to learn to read.

_____ Demonstrates adequate attention span.

_____ Reacts to simple stories read orally.

_____ Comprehends simple stories read orally.

_____ Arranges pictures in a sequence. (p. 29)

_____ Arranges ideas in a sequence.

_____ Tells events in logical sequence. (p. 29)

_____ Follows oral directions.

_____ Demonstrates ability to handle a book correctly. (p. 29)

_____ Follows in books from front to back, from left hand page to right hand page. (p. 30)

_____ Demonstrates ability to follow print from left to right, from top to bottom. (p. 30)

_____ Reads labels on familiar objects. (p. 30)

_____ Demonstrates ability to do readiness exercises.

_____ Identifies main idea of a simple story read by the teacher. (p. 30)

_____ Uses picture clues. (p. 30)

_____ Looks at a picture and tells its story. (p. 30)

_____ Recalls main idea from stories read aloud. (p. 31)

_____ Recalls names of characters from stories read aloud. (p. 31)

_____ Recalls and states some major details from stories read aloud. (p. 31)

_____ Begins to build a sight vocabulary through configurations clues and context clues. (p. 31)

_____ Reads easy books at the library table. (p. 31)

_____ Follows printed directions. (p. 31)

_____ Reads for information. (p. 32)

_____ Recalls main idea from stories read. (p. 32)

_____ Recalls names of characters from stories read orally. (p. 32)

_____ Recalls important details from stories read orally. (p. 32)

_____ States sequence from stories read orally. (p. 32)

_____ Answers questions on materials read.

_____ Recalls main idea after silent reading. (p. 32)

_____ Recalls important details after silent reading. (p. 32)

_____ States sequence after silent reading. (p. 32)

_____ Relates situations encountered in reading to personal experiences. (p. 32)

_____ Demonstrates knowledge of library facilities in the school. (p. 32)

_____ Demonstrates knowledge of public library facilities. (p. 32)

_____ Handles work-type material independently. (p. 32)

_____ Uses a table of contents.

_____ Uses page number.

_____ Uses titles.

_____ Finds specific information.

_____ Anticipates endings of stories. (p. 33)

_____ Infers action in stories. (p. 33)

_____ Composes questions about materials read. (p. 33)

_____ Reads and interprets simple maps and charts. (p. 33)

_____ Dramatizes stories read. (p. 33)

_____ Illustrates stories read. (p. 33)

_____ Tells a story previously read.

_____ Recognizes and uses different kinds of reading material: those for pleasure and those for information. (p. 33)

_____ Finds main idea in a story or paragraph. (p. 34)

_____ Keeps events in proper sequence.

_____ Draws logical conclusions.

_____ Demonstrates ability to see relationships.

_____ Predicts outcomes. (p. 34)

_____ Follows printed directions.

_____ Reads for a definite purpose.

_____ Classifies items.

_____ Uses an index. (p. 34)

_____ Demonstrates techniques of skimming. (p. 34)

_____ Finds specific information. (p. 35)

_____ Interprets descriptive words and phrases. (p. 35)

_____ Selects facts to remember. (p. 35)

_____ Selects facts to support main idea. (p. 35)

_____ Uses study guides, charts and outlines. (p. 35)

_____ Interprets story ideas.

_____ Identifies author's purpose. (p. 35)

_____ Locates title page. (p. 35)

_____ Locates author. (p. 35)

_____ Locates illustrations. (p. 35)

_____ Locates publisher. (p. 35)

_____ Locates year. (p. 35)

_____ Locates index. (p. 35)

_____ Interprets meaning of line graphs. (p. 36)

VOCABULARY DEVELOPMENT CHECKLIST

________________ Last Name

________________ First Name

________________ Birth Date

A. Word Recognition

_____ Demonstrates interest in words and symbols. (p. 37)
_____ Recognizes own name in print. (p. 37)
_____ Names upper case letters. (p. 37)
_____ Matches upper case and lower case letters. (p. 37)
_____ Recognizes words with both upper and lower case letters at beginning. (p. 37)
_____ Places letters of alphabet in sequential order. (p. 38)
_____ Identifies in various settings words usually found in preprimers. (p. 38)
_____ Identifies in various settings words usually found in primers. (p. 38)
_____ Increases basic sight vocabulary.
_____ Recognizes 220 Dolch Basic Sight Words. (p. 38)
_____ Uses word form clues.
_____ Recognizes new words in content fields.
_____ Recognizes function words. (p. 38)
_____ Recognizes direction words. (p. 38)
_____ Recognizes action words. (p. 38)
_____ Recognizes forms of address.
_____ Recognizes career words. (p. 38)
_____ Recognizes color words. (p. 38)
_____ Recognizes metric words. (p. 38)
_____ Recognizes curriculum words. (p. 38)
_____ Uses context clues. (p. 39)

_____ Uses configuration clues. (p. 39)

_____ Uses language rhymes, e.g. poetry, songs. (p. 39)

B. Word Meaning

_____ Demonstrates understanding of ideas (adequate listening vocabulary). (p. 40)

_____ Conveys ideas orally. (p. 40)

_____ Comprehends meaning of place words. (p. 40)

_____ Comprehends meaning quantitative words. (p. 40)

_____ Comprehends meaning of descriptive words. (p. 40)

_____ Makes simple classification such as those of animals, fruits, toys, vegetables, clothing. (p. 40)

_____ Classifies objects and picture into logical categories.

_____ Recognizes that printed words represent spoken words. (p. 40)

_____ Demonstrates familiarity with a picture dictionary. (p. 40)

_____ Demonstrates ability to use a picture dictionary. (p. 40)

_____ Demonstrates understanding of basic words common to reading experiences of preprimer level. (p. 40)

_____ Demonstrates understanding of basic words common to reading experiences of primer level. (p. 40)

_____ Demonstrates understanding of basic words common to reading experiences of Grade one level. (p. 40)

_____ Demonstrates increased knowledge of meaning of words.

_____ Recognizes multiple meanings of words. (p. 41)

_____ Recognizes synonymous meanings of words. (p. 41)

_____ Recognizes opposites. (p. 41)

_____ Recognizes meanings of words pronounced the same. (p. 41)

_____ States meaning of and uses function words correctly. (p. 41)

_____ States meaning of and uses direction words correctly. (p. 41)

_____ States meaning of and uses action words correctly. (p. 41)

_____ States meaning of and uses forms of address correctly.

_____ States meaning of and uses career words correctly. (p. 41)

_____ States meaning of and uses color words correctly. (p. 41)

_____ States meaning of and uses metric words correctly. (p. 41)

_____ States meaning of and uses curriculum words correctly. (p. 41)

_____ Demonstrates ability to get meaning from context. (p. 41)

_____ Uses new words in sentences to show meaning. (p. 41)

_____ Demonstrates appropriate use of punctuation. (p. 41)

_____ Uses map skills.

_____ Defines words read in context. (p. 42)

_____ States synonyms.

_____ States antonyms.

_____ Identifies nomophones.

_____ Identifies homographs.

_____ Recognizes multiple meanings of words.

_____ Associates words and feelings. (p. 42)

_____ Distinguishes formal and informal language. (p. 42)

PRE-SPELLING SKILLS CHECKLIST

____________	____________	____________
Last Name	First Name	Birth Date

A. Language and Thinking Skills

Expresses self spontaneously:

_____ own name (p. 43)
_____ own age (p. 43)
_____ own address (p. 43)
_____ date (p. 43)
_____ school's name (p. 43)
_____ teacher's name (p. 43)
_____ other classmates names (p. 43)

_____ Pronounces words correctly. (p. 43)

_____ Demonstrates enjoyment while listening to stories and rhymes. (p. 43)

_____ Discusses trips, films, experiments, displays and pictures. (p. 43)

_____ Relates experiences and retells stories in proper sequence. (p. 44)

_____ Describes and classifies objects, pictures, animals, people. (p. 44)

_____ Participates in puppetry and dramatizations. (p. 44)

_____ Participates in group dictation in the development of "language experience" charts. (p. 44)

_____ Demonstrates knowledge of the relationship between oral and written expression when the teacher records stories, plans, news items and other events. (p. 44)

B. Perceptual Skills

1. Auditory

_____ Identifies rhyming words, e.g. stay, day. (p. 45)

_____ Identifies and says words that rhyme when given a series of three words. (p. 45)

_____ Recognizes words that begin alike, e.g. cat, candy. (p. 45)

_____ Identifies consonant when words are presented auditorially. (p. 45)

_____ Identifies the number of syllables in the spoken word. (p. 45)

_____ Recognizes the differences in words, e.g. bad, bed. (p. 45)

_____ Discriminates beginning, ending and medial sounds, e.g. pig, trap, grapes.(p.45)

_____ Relates sounds to symbols. (p. 46)

_____ Substitutes beginning sounds to form new words (pan, ran, van, tan). (p. 46)

2. Visual

_____ Matches letters. (p. 46)

_____ Matches or groups words that begin alike. (p. 46)

_____ Recognizes that words are made up of letters in a left-to-right sequence. (p.46)

_____ Identifies some of the most frequently used words on lists and charts. (p. 46)

C. Visual Motor Skills

_____ Names and prints the letters of the alphabet correctly. (p. 47)

_____ Copies words correctly. (p. 47)

_____ Prints own name and a few simple words from memory. (p. 47)

SPELLING CHECKLIST

____________________ Last Name

____________________ First Name

____________________ Brith Date

A. Phonetic Analysis

1. Consonant Sounds

_____ Key Consonant Sounds: b, c, d, f, g, h, j, k, l, m, p, r, s, t, v, w, y, z.

1. _____ Says (p. 48)
2. _____ Points (p. 48)
3. _____ Reads
4. _____ Writes (p. 48)

_____ Key Consonant Sounds: initial position.

1. _____ Says (p. 48)
2. _____ Points (p. 48)
3. _____ Reads
4. _____ Writes (p. 48)

_____ Key Consonant Sounds: medial position.

1. _____ Says (p. 48)
2. _____ Points (p. 48)
3. _____ Reads
4. _____ Writes (p. 48)

_____ Key Consonant Sounds: final position.

1. _____ Says (p. 48)
2. _____ Points (p. 48)
3. _____ Reads
4. _____ Writes (p. 48)

_____ Blends: bl, pl, st, fl, gl, cl, br, tr, gr, dr, fr, cr, spr, str, thr, sn, sp, spl.

1. _____ Says (p. 49)
2. _____ Points (p. 49)
3. _____ Reads (p. 49)
4. _____ Writes (p. 49)

_____ Digraphs: sh, ch, ng, nk, wh, th (voiced and unvoiced).

1. _____ Says (p. 49)
2. _____ Points (p. 50)
3. _____ Reads (p. 50)
4. _____ Writes (p. 50)

_____ Variants: x, ch, c, k, x.

1. _____ Says (p. 50)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 50)

_____ Silent: l.

1. _____ Says (p. 50)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 50)

_____ Initial blends: pr, sc, sk, squ, sm, tw, sw.

1. _____ Says
2. _____ Points
3. _____ Reads
4. _____ Writes

_____ Final blends: ft, lk, mp, nd, nt, rd, sk, st.

1. _____ Says
2. _____ Points
3. _____ Reads
4. _____ Writes

_____ Silent: gh, t, w, b, k.

1. _____ Says (p. 50)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 50)

_____ Digraphs: gh, f sound (e.g. laugh).

1. _____ Says (p. 50)
2. _____ Points (p. 50)
3. _____ Reads (p. 50)
4. _____ Writes (p. 51)

_____ **Variants:**

hard and soft c and g.

1. _____ Says (p. 51)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 51)

ph spelling of f.

1. _____ Says (p. 51)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 51)

ch spelling of k.

1. _____ Says (p. 51)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 51)

g spelling of g and j sound, e.g. frogs, bridges.

1. _____ Says (p. 51)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 51)

silent w.

1. _____ Says (p. 51)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 51)

silent t.

1. _____ Says (p. 52)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 52)

silent s.

1. _____ Says (p. 52)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 52)

gh as f.

1. _____ Says
2. _____ Points
3. _____ Reads
4. _____ Writes

2. Vowel Sounds

_____ Short vowel: a, e, i, o, u (medial position).

1. _____ Says (p. 52)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 52)

_____ Short vowel: initial or medial position.

1. _____ Says (p. 52)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 52)

_____ Long vowel:

single long vowels.

1. _____ Says (p. 53)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 53)

two vowels together.

1. _____ Says (p. 53)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 53)

final e.

1. _____ Says (p. 53)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 53)

_____ Diphthongs: oy, ow, ou, oi.

1. _____ Says (p. 53)
2. _____ Points (p. 53)
3. _____ Reads (p. 53)
4. _____ Writes (p. 53)

_____ Digraphs: sy, oo, ee, ea, aw.

1. _____ Says (p. 53)
2. _____ Points (p. 53)
3. _____ Reads (p. 53)
4. _____ Writes (p. 53)

_____ Vowel sounds controlled by r: er, ar, ir, or, ur.

1. _____ Says (p. 54)
2. _____ Points (p. 54)
3. _____ Reads (p. 54)
4. _____ Writes (p. 54)

_____ Final y.

1. _____ Says (p. 54)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 54)

Unconventional spellings:

_____ single vowels, e.g. told, from.

1. _____ Says (p. 54)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 54)

_____ silent e, e.g. give, have.

1. _____ Says (p. 54)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 54)

_____ two vowels (said, bread).

1. _____ Says (p. 54)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 54)

_____ Digraphs: ui, ai, au, oa.

1. _____ Says (p. 54)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 54)

_____ Variants: le.

1. _____ Says (p. 54)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 54)

_____ al sound, e.g. chalk.

1. _____ Says (p. 55)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 55)

_____ le sound, e.g. castle.

1. _____ Says (p. 55)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 55)

_____ ei, ie sounds, e.g. weight, field.

1. _____ Says (p. 55)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 55)

_____ el sound, e.g. model.

1. _____ Says (p. 55)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 55)

_____ al sound, e.g. central.

1. _____ Says (p. 55)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 55)

_____ Unconventional spelling, e.g. does, canoe.

1. _____ Says
2. _____ Points
3. _____ Reads
4. _____ Writes

B. Structural Analysis

1a. Prefixes

_____ re, un, dis, in, de.

1. _____ Says (p. 56)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 56)

_____ ex, pro, con, com, pre, im.

1. _____ Says (p. 56)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 56)

_____ bi, tr.

1. _____ Says (p. 56)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 56)

1b. Suffixes

_____ er, est, ing.

1. _____ Says (p. 56)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 56)

_____ Adding a suffix:

doubling of final consonant (e.g. hopped, hopping).

1. _____ Says (p. 56)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 56)

_____ silent e is dropped, e.g. coming.

1. _____ Says (p. 56)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 56)

_____ ly, wn, ful, y.

1. _____ Says (p. 56)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 56)

_____ number suffixes (e.g. sixty, fourteen).

1. _____ Says (p. 57)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 57)

_____ other suffixes: ness, less, tion, ment, ly, ian, ship.

1. _____ Says (p. 57)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 57)

B. Structural Analysis

2. Verb Forms

_____ s or es for third person singular.

1. _____ Says (p. 57)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 57)

_____ d or ed ending.

1. _____ Says
2. _____ Points
3. _____ Reads
4. _____ Writes

_____ change y to i before es and ed.

1. _____ Says (p. 57)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 57)

3. Plurals & Possessives

_____ Add s or es for plural and possessive.

1. _____ Says (p. 58)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 58)

_____ Plurals: change y to i and add res.

1. _____ Says (p. 58)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 58)

_____ Add es to words ending in x, ss, ch.

1. _____ Says (p. 58)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 58)

_____ Possessives: add 's.

1. _____ Says (p. 58)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 58)

_____ Plurals: change f to v before es.

1. _____ Says (p. 58)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 58)

_____ Possessives: form singular and plural possessives (nouns and pronouns).

1. _____ Says (p. 58)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 58)

4. Contractions and Abbreviations

_____ One letter omissions, e.g. isn't.

1. _____ Says (p. 58)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 58)

_____ More than one letter omissions, e.g. I'll.

1. _____ Says (p. 59)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 59)

_____ Abbreviations for days, holidays, months and proper names.

1. _____ Says
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 59)

_____ Abbreviations for measures, titles and directions.

1. _____ Says
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 59)

5. Compounds

_____ Compound Words.

1. _____ Says (p. 59)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 59)

6. Syllabication

_____ Two syllable words.

1. _____ Says (p. 59)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 59)

_____ Three and four syllable words.

1. _____ Says (p. 60)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 60)

7. Locations of Words

_____ Spells simple words frequently encountered in reading and speaking.

_____ Uses picture dictionaries for locating correct spelling of words. (p. 60)

_____ Alphabetizes to two letters.

_____ Spells words from basic vocabulary list (appendix). (p. 60)

_____ Alphabetizes to three letters. (p. 60)

_____ Spells words from current activities. (p. 60)

_____ Alphabetizes to four letters. (p. 60)

8. Extensions

_____ Homonyms (to, two, too).

1. _____ Says (p. 60)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 60)

_____ Antonyms (last, first).

1. _____ Says (p. 60)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 60)

_____ Synonyms (good, nice).

1. _____ Says (p. 60)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 60)

HANDWRITING CHECKLIST

Last Name	First Name	Birth Date

A. Readiness Skills

_____ Points to the correct location when given directional words top, bottom and middle. (p. 61)

_____ Names objects in a left-to-right pattern when shown a series of objects. (p.61)

_____ Verbally recalls a series of pictures in a left-to-right sequence when pictures are shown and then removed. (p. 61)

_____ Holds a writing instrument in correct position when a demonstration is given. (p. 62)

_____ Draws a horizontal line when given directions and a model. (p. 62)

_____ Draws a vertical line when given directions and a model. (p. 62)

_____ Draws a backward circle (left) when given directions and a model. (p. 62)

_____ Draws parts of a circle (curve line) when given directions and a model. (p. 62)

_____ Draws a forward circle (right) when given directions and a model. (p. 62)

_____ Draws slant lines when given directions and a model. (p. 62)

_____ Visually discriminates basic strokes within a letter form, when requested. (p. 63)

_____ Discriminates likenesses and differences in letter forms, e.g. m-n; b-d. (p. 63)

_____ Identifies his dominant hand. (p. 63)

B. Manuscript Skills

_____ Uses correct body position. (p. 64)

_____ Uses correct paper placement. (p. 64)

_____ Uses correct arm and hand position. (p. 64)

_____ Uses correct pencil position. (p. 64)

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_____ Writes the straight line letters l, i, t when shown models. (p. 64)

_____ Writes the straight line letters l, i, t when the letters are given orally. (p. 64)

_____ Writes the circle letters o, c, a, e when shown models. (p. 64)

_____ Writes the circle letters o, c, a, e when the letter names are given orally. (p. 65)

_____ Writes the curve line letters r, m, n, u, s when shown models. (p. 65)

_____ Writes the curve line letters r, m, n, u, s when the letter names are given orally. (p. 65)

_____ Writes the tall letters d, f, h, b when shown models. (p. 65)

_____ Writes the slant line letters v, w, k, z when shown models. (p. 65)

_____ Writes the slant line letters v, w, k, z when the letter names are given orally. (p. 65)

_____ Writes the descender letters g, y, j, p, q when shown models. (p. 65)

_____ Writes the descender letters g, y, j, p, q when letter names are given orally. (p. 65)

_____ Writes the upper case letters A - Z when shown models. (p. 66)

_____ Writes the upper case letters A - Z when the letter names are given orally. (p. 66)

_____ Maintains correct alignment in writing words by having letters of same size equal in height. (p. 66)

_____ Writes words that have minimum intermediate and tall letters and have those letters be in correct proportion to one another. (p. 66)

_____ Writes letters that maintain the correct vertical position to the baseline. (p. 66)

_____ Writes a sentence demonstrating evenness of spacing between letters and words. (p. 66)

_____ Writes a sentence maintaining a clear, readable line quality. (p. 66)

_____ Writes the punctuation marks . , ? ! " " when shown models. (p. 66)

_____ Writes the punctuation marks . , ? ! " " when shown a sentence and given punctuation mark names orally. (p. 67)

_____ Copies accurately from the chalkboard or experience chart. (p. 67)

_____ Increases speed of writing while maintaining legibility of manuscript forms. (p. 67)

_____ Demonstrates pride in accomplishments. (p. 67)

_____ Adjusts size of manuscript form proportionately to size of paper. (p. 67)

_____ Writes the numerals 1 - 10 when shown models. (p. 67)

_____ Writes the numerals 1 - 10 when given numeral names orally. (p. 67)

_____ Writes the symbols + - = ÷ x when shown models. (p. 67)

_____ Writes the symbols + - = ÷ x when shown a numerical equation and given symbol name orally. (p. 67)

C. Cursive Skills

_____ Uses correct paper placement. (p. 68)

_____ Writes the undercurve letters i, t, e, l, u, w, r, s, b when shown models. (p. 68)

_____ Writes the undercurve letters i, t, e, l, u, w, r, s, b when the letter names are given orally. (p. 68)

_____ Writes the loop letters h, k, f, j, p when shown models. (p. 68)

_____ Writes the loop letters h, k, f, j, p when the letter names are given orally. (p. 68)

_____ Writes the downcurve letters a, d, o, c, g, q when shown models. (p. 68)

_____ Writes the downcurve letters a, d, o, c, g, q when the letter names are given orally. (p. 68)

_____ Writes the overcurve letters m, n, v, x, y, z when shown models. (p. 68)

_____ Writes the overcurve letters m, n, v, x, y, z when the letter names are given orally. (p. 68)

_____ Writes the upper case canestem letters H, K, M, N, Q, U, W, X, Y, Z when shown models. (p. 69)

_____ Writes the upper case canestem letters H, K, M, N, Q, U, W, X, Y, Z when the letter names are given orally. (p. 69)

_____ Writes the backward oval upper case letters A, C, D, E, O when shown models. (p. 69)

_____ Writes the backward oval upper case letters A, C, D, E, O when the letter names are given orally. (p. 69)

_____ Writes the forward oval upper case letters B, P, R when shown models. (p. 69)

_____ Writes the forward oval upper case letters B, P, R when the letter names are given orally. (p. 69)

_____ Writes the double loop letters J, L when shown models. (p. 69)

_____ Writes the double loop letters J, L when the letter names are given orally.(p.69)

_____ Writes the boat upper case letters I, F, G, S, T when shown models. (p. 69)

_____ Writes the boat upper case letters I, F, G, S, T when given the letter names orally. (p. 69)

_____ Writes words by joining letters in continuous motion (difficult joinings include ov, ve, ye, ga, bo, wi, be, yo). (p. 70)

_____ Writes words maintaining correct alignment, by having letters of same be equal in height. (p. 70)

_____ Writes words that have minimum, intermediate and tall letters, and has those letters in the correct proportion to one another. (p. 70)

_____ Writes words that maintain an even slant, when a slant line is drawn through each letter. (p. 70)

_____ Writes a paragraph that demonstrates even spacing between letters, words and sentences. (p. 70)

_____ Writes a sentence that maintains an even, readable line quality. (p. 70)

_____ Writes the punctuation marks . ? ! ; : ' when given an unpunctuated paragraph and told the symbol names. (p. 71)

_____ Copies accurately from the chalkboard or experience chart. (p. 71)

_____ Increases proficiency in cursive writing by decreasing size and increasing speed while maintaining legibility of cursive forms. (p. 71)

_____ Uses a pen (ball point) to write. (p. 71)

_____ Demonstrates pride in accomplishments. (p. 71)

D. Self Expression and Mechanics

_____ Develops the understanding that writing is a visual presentation of the spoken word by relating printed symbols to words and meanings. (p. 72)

_____ Attends to a writing task. (p. 72)

_____ Suggests labels and captions to be written by the teacher. (p. 72)

_____ Proposes ideas to be written by the teacher. (p. 72)

_____ Shares in group composition of a simple story. (p. 72)

_____ Composes and writes a simple sentence. (p. 72)

_____ Composes and writes a sentence about a realistic experience. (p. 72)

_____ Composes and writes two or more sentence stories about a realistic experience. (p. 72)

_____ Uses periods appropriately: declarative sentence and abbreviations. (p. 73)

_____ Uses question marks appropriately: interrogative sentence. (p. 73)

_____ Uses commas appropriately: dates and addresses. (p. 73)

_____ Uses quotation marks appropriately. (p. 73)

_____ Uses apostrophes appropriately. (p. 73)

_____ Uses hyphens appropriately. (p. 73)

_____ Uses colons appropriately. (p. 73)

_____ Uses capital letters appropriately. (p. 73)

_____ Writes increasingly complex stories using more precise descriptive words etc. (p. 73)

_____ Uses margins appropriately. (p. 73)

_____ Uses the appropriate form of written language in illustrations. (p. 73)

_____ Uses the appropriate form of written language in letters, e.g. invitation and thanks. (p. 73)

_____ Uses the appropriate form of written language in paragraphs. (p. 73)

_____ Uses the appropriate form of written language in lists. (p. 73)

_____ Uses the appropriate form of written language in directions. (p. 73)

_____ Uses the appropriate form of written language in simple charts and graphs.(p.73)

_____ Uses the appropriate form of written language in short advertisements. (p. 73)

APPENDIX C

RESOURCES

RESOURCES - LISTENING

Auditory Class and Language Sequencing - Milliken

Auditory Discrimination Game - Modern Education Corporation

Auditory Figure Ground - Developmental Learning Materials

Auditory Memory - Developmental Learning Materials

Auditory Memory for Direction - Milliken

Auditory Memory for Sounds - Milliken

Auditory Training (Familiar Sounds) - Developmental Learning Materials

Children's Folk Tales and Legends - Milliken

EARS - Early Approaches to Reading Skills - Scholastic Book Services

Easel Listening Games and Individual Listening Games - Acadia Press

Fairy Tales/Aesop's Fables - Milliken

Learn to Listen - Ideal School Supply Co.

Listen - Ginn and Co.

Listen and Say Respondette Series - Go-Mo Products

Listen and Think Listening Tapes - Science Research Associates

Listening Appreciation Activities - Milliken

Listening Clearly - Lakeshore

Listening Skills Program - Scholastic Book Services

Listening Skills Program - Science Research Associates

A Nelephant Named Godfrey - Gage Publishing

Peabody Language Development Kit - Psycan

Record Books - MacDonald

Sound Absurdities - Learning Development Aids

Sound Lotto - Learning Development Aids

Sound Stories - Lakeshore

Sounds to Words - Milliken

Super Sounds - Instructo

Tell Again Story Cards - McGraw-Hill Ryerson

Terry the Terrible Dictates Directions - Media Materials Inc.

Verbal Absurdities - Lakeshore

RESOURCES - VIEWING

Action Cards Set - Learning Development Aids

Alike Because - Ginn and Co.

Camouflaged Animal Cards - Developmental Learning Materials

Changes

Classification - Learning Development Aids

Classification By Use - Learning Development Aids

Classification of Objects - Learning Development Aids

Communities in Action - Science Research Associates

Fact or Opinion Learning Centre Activity - Instructo/McGraw-Hill

Flip-Flap - Learning Development Aids

Free To Be ... You and Me - McGraw-Hill Ryerson

Functional Signs - Developmental Learning Materials

I Might Feel ... Self Awareness Posters - Educator Supplies Ltd.

I Wonder Posters - Psycan

Just Imagine Posters - Trend Enterprises Ltd.

Language Building Cards - Interstate Printers and Publishers

Learning About Human Relationships - David C. Cook

Let's Talk About Series - Scholar's Choice

Living Parts and Wholes - Ginn and Co.

Look n' Do Cards - Trend Enterprises Ltd.

MacDonald Starter Series - MacDonald

Open Ended Sequence Cards - Ginn and Co.

Peabody Articulation Cards - Psycan

Peabody Language Development Kits - Psycan

Photo Sequence Cards - Modern Education Corporation

Photographic Sequences - Learning Development Aids

Problem Solving Cards - Modern Education Corporation

Program of Affective Learning - Developmental Learning Materials

Science Sequence Cards - Ginn and Co.

See How You Feel - Learning Development Aids

Seeing Clearly - Lakeshore

Self-Told Tales - Educator Supplies

Sequence Picture Cards - Ginn and Co.

Sequential Picture Cards - Developmental Learning Materials

Sequential Thinking Concept Cards - Learning Development Aids

Story Sequence Learning Centre - Instructo/McGraw-Hill

Study Prints - Instructo

Survival Signs - Ideal School Supply

Teaching Pictures - David C. Cook

Tell Again Story Cards - McGraw-Hill Ryerson

Tell What Part is Missing Story Cards - Milton Bradley

Think Again - Learning Development Aids

Touching Things - Ginn and Co.

What Follows - Milton Bradley

What Would You Do? - Learning Development Aids

What's Happening - Ginn and Co.

What's Wrong Here - Ginn and Co.

What's Wrong Posters - Ginn and Co.

Why Because - Learning Development Aids

Visual Closure Cards - Modern Education Corp.

Visual Communication Skills - Scholar's Choice

Your Five Senses - David C. Cook

RESOURCES - SPEAKING

Action Cards - Learning Development Aids

Alike Because - Ginn and Co.

Associations - Ginn and Co.

Basic Set of Word Making Cards - Word Making Productions

Basic Vocabulary Study Cards - Dormac Inc.

Building Sentences Step-by-Step - Dormac Inc.

Categories: Varied - Ginn and Co.

The Caveman Plural Centre - Instructo/McGraw-Hill

Classification - Learning Development Aids

Classification by Use - Learning Development Aids

Classification of Objects - Learning Development Aids

Classification/Opposites/Sequences - Ideal School Supply

Color and Shape Posters - Ginn and Co.

Color Recognition Set - Louise Kiil and Son

Create-A-Story Series - MacDonald

Developmental Syntax Program - Learning Concepts

Distar Language - Science Research Associates

DUSO - Psycan

Five Senses Bulletin Board - Trend Enterprises

Flip-Flap - Learning Development Aids

Functions Picture Cards - Ginn and Co.

Help Yourself Books - Learning Development Aids

Imaginative Adjectives and Prepositions - Dormac

Language Association Boards - Modern Education Corporation

Language Association Builders - Modern Education Corporation

Language Rehabilitation Program - Ginn and Co.

Learning About Human Relationships - David C. Cook

Learning Concepts Program for Preschool and Primary Children -

Lessons in Syntax - Dormac Inc.

Let's Make Faces - Trend Enterprises

Let's Talk About - Scholar's Choice

Listen and Think Listening Tapes - Science Research Associates

Listen 'n Say Respondette Series - Go-Mo Products

Living Parts and Wholes - Ginn and Co.

MacDonald Starter Series - MacDonald Co.

Opposites Concept Cards - Ginn and Co.

Opposites Picture Cards - Learning Development Aids

Parts and Wholes - Ginn and Co.

Parts of Speech - Ginn and Co.

Peabody Articulation Cards - Psycan

Peabody Language Development Kits - Psycan

Photo Sequence Cards - Modern Education Corporation

Places and Things - Modern Education Corporation

Points of View - Developmental Learning Materials

Positions Color Cards - Ginn and Co.

Problem Solving Cards - Modern Education Corporation

Pronoun Parade - Dexter-Westbrook Ltd.

See How You Feel - Learning Development Aids

Sensitivity - Developmental Learning Materials

Sentence Sharpies - Ginn and Co.

Sequence Picture Cards - Ginn and Co.

Sequential Thinking Concept Cards - Learning Development Aids

Singulars and Plurals - Ginn and Co.

Social Development - David C. Cook

Speech and Language Materials - Ginn and Co.

The Telephone Bulletin Board - Trend Enterprises

Tell-A-Tale Cards - Ginn and Co.

Tell Again Story Cards - McGraw-Hill Ryerson

Tell What Part is Missing Cards - Milton Bradley

Terry the Terrible Dictates Directions - Media Materials Inc.

Verbs, Verbs, Verbs - Dormac

Visual Closure Cards - Modern Education Corporation

What Do You Think of That and Other Stories - Gage

What's Happening - Ginn and Co.

What's Missing - Ginn and Co.

What's Wrong Cards - Learning Development Aids

What's Wrong Here - Ginn and Co.

What's Wrong Posters - Learning Development Aids

What Would You Do? - Learning Development Aids

Why - Because - Learning Development Aids

Your Five Senses - David C. Cook

RESOURCES - READING

Auditory Discrimination Game - Modern Education Corporation

Auto Phonics - Auto Phonics Publishing Co.

Basic Set of Word Making Cards - Work Making Production Inc.

Basic Skills for Everyone - Cebco/Standard Publishing

Basic Skills in Following Directions - CEBCOL Standard Publishing

Basic Skills on the Job - Cebco/Standard Publishing

Build-In! - Remedial Education Press

Card Match-Ups - Developmental Learning Materials

The Caveman Plural Centre - Instructo/McGraw-Hill

Check and Double Check - Scholar's Choice

Comprehension: Main Ideas - Instructo/McGraw-Hill

Consumer Sequential Cards - Developmental Learning Materials

Create-A-Story - MacDonald

Developing Comprehension in Reading - J.M. Dent

Developing the Listening Skills - Educational Activities Inc.

End in E Game - Ideal School Supply Co.

Erie Program - Teaching Resources

Favorite Nursery Rhymes - Instructo

Finding A Good Used Car - Janus/Science Research Associates

First Pictures - Learning Development Aids

Flip-Flap - Learning Development Aids

Following Directions - Instructo

Forms in Your Life - Globe/Modern Curriculum Press

Funtime Books - Children's Press

Fun With Capital and Lower Case Letters - Instructo/McGraw-Hill

Getting Around Cities and Towns - Janus/Science Research Associates

Go Fish Series - Remedial Education Press

Group Sounding Game - Thomas Nelson and Sons

How to Read a Map - Interpretive Education

Increasing Comprehension - Globe/Modern Curriculum Press

Independent Living Sequential Cards - Developmental Learning Materials

Inferential Thinking - Instructo

Instructional Packs - Dexter/Westbrook Ltd.

Janus Job Interview Guide - Janus/Science Research Associates

Janus Job Planner - Janus Science Research Associates

Kids Like Us - Evans Brothers

Knights of the Sound Table Cards - Go-Mo Products

Learning to Look - Learning Development Cards

The Learning Skill Series - McGraw-Hill

Library Skills for Primary Grades - Milliken

Listen and Hear Program - McGraw-Hill Ryerson

Listening Skills Program - Scholastic Book Services

Living Parts and Wholes - Ginn and Co.

MacDonald Starters - MacDonald

Main Ideas and Details - Instructo

Match Upper and Lower Case Letters - Dexter/Westbrook Inc.

My Job Application File - Janus/Science Research Associates

A Nelephant Named Godfrey - Gage

Organizing Information - Modern Curriculum Press

Pacemaker Vocational Readers - Copp Clark

Peabody Articulation Cards - Psycan

People Working Today Series - Janus/Science Research Associates

Phonics Workbooks - Globe/Modern Curriculum Press

Photographic Sequence - Learning Development Aids

Picture Sequence Cards - Modern Education Corporation

Reading a Newspaper - Janus

Reading for Survival - Frank E. Richards

Reading Schedules - Janus

Reading Skills: Drawing Conclusions - Frank Schaffer

Real Experiences: Language in Everyday Use - Globe Book Co.

Remedial Reading Drills - Ideal School Supply Co.

Rhyming Kittens - Instructo

Scene Sequence Cards - Milton Bradley

Schoolhouse Kit - Science Research Associates

Search and Research - Creative Teaching Press

Self-Told Tales - Educator Supplies Ltd.

Sequential Thinking Concept Cards - Learning Development Aids

Serial Sequencing Cards - Modern Education Corporation

Shape Analysis Matching Cards - Philograph Publications

Skills for Learning Program - Educational Programmers Inc.

Skills Manual Series - Educational Programmers Inc.

Sort and Sound Vowel Digraph Cards -

Story Sequence - Instructo/McGraw-Hill

Supermarket Language - Janus/Science Research Associates

Survival Reading Task Cards - Teacher Exchange of San Francisco

Tactile Learning Cards - Globe Modern Curriculum Press

Take - Thomas Nelson and Sons

Training in Some Prerequisites for Beginning Reading - Educators Publishing Service

Using References - Globe/Modern Curriculum Press

Using the Want Ads - Janus/Science Research Associates

Visual Memory Cards - Developmental Learning Materials

Vowel-R-Blends - Ginn and Co.

Vowel Sounds Snap Game - Didax Teaching Aids and Learning Resources

We Study Word Shapes - Dexter/Westbrook Ltd.

Webster Word Wheels - McGraw-Hill

What's Happening - Ginn and Co.

Why - Because - Learning Development Aids

Word Blends - Kenworthy Educational Service

Word Configurations - Ginn and Co.

Word Families - Ginn and Co.

Word Family Fun - Ginn and Co.

Working With Facts and Details - Modern Curriculum Press

RESOURCES - VOCABULARY DEVELOPMENT

Classification - Learning Development Aids

Classification of Objects - Learning Development Aids

Clothing Language -

The Courtis-Watters Illustrated Golden Dictionary - Western Publishing

Crossword Puzzles - Scholastic Book Services

The Dolch Basic Reading Series - Singer Education and Training Products

Drugstore Language - Janus/Science Research Associates

Entertainment Language - Janus/Science Research Associates

Group Size Popper Words - Thomas Nelson and Sons

Homograph Poster Cards - Milton Bradley

How to Use the Dictionary - Instructo/McGraw-Hill

I Can Make It On My Own - Goodyear Publishing

In Other Words - Scott, Foresman Inc.

Instructional Aid Kits - Dexter/Westbrook Inc.

Instructo Curriculum Materials - Instructo

Job Application Language - Janus/Science Research Associates

Kinesthetic Alphabet - Play Skool

Learning Basic SKills Through Music - J.M. Dent and Sons

Learning Centre - Poetry Potpourri - Instructo/McGraw-Hill

Listening Skills Program - Scholastic Book Services

Match Upper and Lower Case Letters - Dexter/Westbrook Ltd.

Metrics for Beginners - Instructo Curriculum Materials

Opposite Concept Cards - Learning Development Aids

Phonics Workbooks - Globe/Modern Curriculum Press

Press and Check Bingo Games - Milton Bradley

Restaurant Language -

Road Signs of the Times -

Search and Research Set - Creative Teaching Press

See How You Feel - Learning Development Aids

Serial Sequencing Cards - Modern Education Corporation

Sight Words for the Seventies - Book Lab Inc.

Spatial Relationship Concept Cards - Learning Development Aids

Structural Reading - Random House of Canada

Supermarket Language - Janus/Science Research Associates

Survival Signs - Ideal School Supply Co.

Touch Type - Modern Education Corporation

Training for Independence: Recognition of Functional Words - Developmental Learning Materials

Understanding Our Feelings - Instructo/McGraw-Hill

Verbs, Verbs, Verbs - Dromac

Vocabulary Building Exercises for the Young Adult - Dormac Inc.

Words to Use: A Primary Thesaurus - Gage

RESOURCES - PRE-SPELLING

Auditory Discrimination Game - Modern Education Corporation

Basic Set of Word Making Cards - Word Making Productions Inc.

Categories Varied - Ginn and Co.

Classification by Use - Learning Development Aids

Consonant Sounds Program - Milton Bradley

Create-A-Story - MacDonald

Developmental Syntax Program - Learning Concepts

Dolch Word Lists: The Essential Spelling List - MacMillan

Go Fish Series - Remedial Education Press

Group Sounding Game - Garrad Publishing Co.

New Phonics We Use - McGraw-Hill Ryerson

Open-Ended Sequence Cards - Ginn and Co.

Peabody Language Kits - Psycan

Phonics Workbooks - Globe/Modern Curriculum Press

Record Books - MacDonald

Rhyming Kittens - Instructo

Schoolhouse Word Attack SKills - Science Research Associates

Sequence Picture Cards - Ginn and Co.

Sight Words for the Seventies - Book Lab Inc.

Spill and Spell - Scholar's Choice

Study Prints - Instructo

Tell Again Story Cards - McGraw-Hill Ryerson

Tell-A-Tale Cards - Ginn and Co.

Word Family Fun - Moyer-Vico Ltd.

RESOURCES - SPELLING

All About Consonants - Auto Phonics Publishing Co.

Auditory Discrimination Game - Modern Education Corporation

Auto Phonics - Auto Phonics Publishing Co.

Basic Set of Word-Making Cards - Word Making Productions

Building Sentences Step-by-Step - Dormac Inc.

Caveman Plurals Centre - Instructo/McGraw-Hill

Check and Double Chick - Scholar's Choice

Consonant Vowel Blend Matching Cards - Philograph Publishing

The Essential Spelling List - MacMillan

Instructional Aid Kit - Dexter/Westbrook Ltd.

Instructional Aid Packs - Dexter/Westbrook Ltd.

Listening Skills Program - Scholastic Book Service

New Phonics We Use - McGraw-Hill Ryerson

Phonics is Fun - Globe/Modern Curriculum Press

Phonics Workbooks - Globe/Modern Curriculum Press

Press and Check Bingo - Milton Bradley

Remedial Reading Drills - Ideal School Supply Co.

Schoolhouse Word Attack Skills - Science Research Associates

Sight Words for the Seventies - Book Lab

Singulars and Plurals - Dromac

Special Kids Stuff - Incentive Publications

Spill and Spell - Scholar's Choice

Verbs, Verbs, Verbs - Dormac

RESOURCES - HANDWRITING

Advanced Cursive Handwriting Spirit Masters - Peterson

Alphabet Practice Cards - Ideal School Supply Co.

Alphabet Stencils - Ginn and Co.

Alphabet Wagon Train - Instructo

Building Language Skills -

Cursive Handwriting Spirit Masters - Peterson

Cursive Handwriting Duplicating Masters - Milliken

Cursive Letter Connections - Milliken

Dubnoff School Programs - Ginn and Co.

Dubnoff Write-On Cards - Ginn and Co.

Flocked Alphabet Wall Cards - Ideal School Supply Co.

Hancy Alphabet - Ginn and Co.

Hancy Numerals - Ginn and Co.

Handwriting Books - Lyons and Carnahan

Handwriting With Write and See Books - Lyons and Carnahan

I Can Write Stories - Basic Writing Course - Gage

Jumbo Tactilmat Pegboards - Ginn and Co.

Kinesthetic Trace-The-Letter Cards - Instructo

Learn to Write Cards - Milton Bradley

Learning Centre Activities - Instructo/McGraw-Hill

Learning Skills Series - McGraw-Hill

Learning to Form Letters - McGraw-Hill

Learning When to Capitalize - Instructo/McGraw-Hill

Manuscript Handwriting Spirit Masters - Peterson

Manuscript Letters and Numerals Duplicating Masters - Milliken

Math Signs - Trend Enterprises

Motor Co-ordination Chalkboards - Modern Education Corporation

Name Writing - Hubbard

Perceptual Enhancement Workbooks - Modern Education Corporation

Pre-Handwriting Strokes Duplicating Book - Lakeshore

Pre-Space Primary Paper - Ideal School Supply

Punctuation Patterns - Milton Bradley

Punctuation: Periods, Questions and Exclamation Marks - Instructo/McGraw-Hill

Punctuation Pointers - Trend Enterprises

Right Line Chalkboard - Kahl's Inc.

Right Line Paper - Kahl's Inc.

Self-Adhesive Desk Strips - Instructo

Sequential Development Alphabet Cards - Ideal School Supply Company

Sharpening Letter Writing Skills - Instructo/McGraw-Hill

Visual Memory Cards - Developmental Learning Materials

Wipe Clean Card Book - Milliken

Writing is Fun - Weber-Costello

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